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ABSTRACT

A study examined the educational benefits and costs of the adult general education/basic education mobile van project designed to provide access to adult basic education and general education programs for citizens of Indiana. An evaluation team interviewed all available persons (including Indiana Office of Occupational Development directors; Occupational Development Center counselors; and local educational agency administrators, teachers, aides, and students) at two van area sites. A sample of convenience was used to collect a series of interviews, each of which was read independently and subsequently analyzed by all members of the research team. Evaluators found the project successful in increasing access to educational programs. Project strengths included a high degree of cooperation between staff and agencies, individualized or small group instruction, dedicated and competent staff, and a high percentage of program participants completing high school equivalency examinations. Program concern areas included adverse effects of the program's high degree of mobility, poor recordkeeping at some sites, lack of cooperation at certain sites, poor methods of disseminating information, problems with location of some facilities, and lack of day care. Project cost analyses indicated substantial material payoffs and qualitative benefits. (Summaries of the interviews collected are appended.) (MN)

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AN EVALUATION OF THE EDUCATIONAL BENEFITS AND COST ANALYSIS OF THE ADULT GENERAL EDUCATION/ BASIC EDUCATION MOBILE VAN PROJECT

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TABLE OF CONTENTS

Chapter		Page
I.	The Problem, Procedures, and Definitions of Terms	1
	Background	1
	Methods of Procedure and Sources of Data	2
	Limitations of the Study	4
	Definitions of Terms Used	4
	Background Reading	5
	Organization of the Remainder of the Study	5
II.	Presentation and Analysis of Data	6
	Strengths	6
	Areas of Concern	9
	Summary	15
III.	Cost Analysis	17
	Introduction	17
	Cost-Effectiveness	18
	Cost Comparisons	21
	Alternative Delivery Systems	23
	Conclusion	27
Bibliography		29
Appendixes		32
	Appendix A - Mobile Van Project Evaluation - Instructions to Interviewers and General Background Notes	A-1
	Appendix B - Summaries of Interviews with Persons Interviewed in the Jasper Contract Area of the Mobile Van Project Sites	B-1
	Appencis C - Summaries of Interviews with Persons Interviewed in the Upper Wabash Contract Area of the Mobile Van Project Sites	C-1
	Appendix D - Summaries of Interviews with Persons Interviewed in the Portage Contract Area of the Mobile Van Project Sites	D-1
	Appendix E - Summaries of Interviews with Persons Interviewed in the Connersville Contract Area of the Mobile Van Project Sites	E-1

LIST OF TABLES

Table		Page
1	Achievement of Van Project Students - Jasper Residence.	19
2	Cost Effectiveness - GED Passage - Certain Students Served by Jasper Residence	20
3	Cost Per Contact Hour - Sites Covered by the Jasper Van.	22
4	Cost Per Contact Hour - Selected Sites in the Regular ABE Program	24
5	Cost Per Contact Hour - U. S. Public Elementary and Secondary Schools	25

CHAPTER I

THE PROBLEM, PROCEDURES, AND DEFINITIONS OF TERMS

Background

The Mobile Van Project was jointly established by the Indiana Office of Occupational Development (IOOD) and the Department of Public Instruction (DPI) to provide adult basic education and general education programs for citizens of Indiana who might otherwise not have the opportunity to participate in such activities. It is financed through IOOD (CETA - Title II-B) funds allocated through "balance of state" prime sponsorship. The program is combined in some instances with other state administered (DPI) Adult Basic Education (ABE) programs.

There are four (4) Van Contracts involving five (5) vans and teachers as well as Occupational Development Centers (ODC) counselors and other persons. All educational contracts are administered through Local Educational Agencies (LEA's) with the cooperation and assistance of local ODC offices and leaders. This is a joint venture which requires a great deal of interagency and individual cooperation at all levels from the agencies and personnel involved.

This research project was designed to assess the educational effectiveness and analyze the basic costs associated with the program.

Methods of Procedure and Sources of Data

The purposes of this section were to describe: (1) the design of the data collection instrument; (2) the sampling and data collection methods used, and (3) the treatment of the data.

Design of the instrument. The instrument design was accomplished in three phases:

1. Presently available data sources were examined. These included examining various reports and research studies (see Bibliography), visiting two existing ABE Van sites. During these visits teachers were queried regarding their perception of the parameters of the program as well as any strengths and weaknesses they perceived.

2. Staff members of the DPI and the IOOD were asked to appoint members of an Educational Task Force (ETF) to work with the research consultant in developing the final assessment instrument. It was determined that individual interviews involving persons at all levels of the program were the most appropriate research technique available.

   a. This ETF met and discussed the contents of the instrument. Following this meeting a "draft copy" of the instrument was prepared and mailed to all members of the ETF for their suggestions, additions, and deletions. From those replies received the final instrument was developed and the booklet Mobile Van Project Evaluation: Instruction to Interviewers and

General Background Notes was published. Copies of this booklet were provided to all prospective interviewees (save students/clients) during the month of January, 1980. (Appendix A).

Sampling and data collection. The following procedures were utilized in data collection:

1. Members of the evaluation team visited all five of the Van area sites within the State of Indiana during the months of February and March, 1980. Team members spent several days interviewing all available persons who were associated with the project. This included IOOD directors, ODC counselors, LEA administrators, teachers, aides, and students.

2. A sample of convenience was used in all instances. While every effort was made to assure the representativeness of the sample in all cases it was based upon the availability of the persons and their willingness to be interviewed (sample of convenience).

Treatment of the data. All data were read independently and subjectively analyzed by all members of the research team. The team members then met and discussed their individual perceptions of all interviews. These perceptions were then collected and synthesized into tha analyses presented in Chapter II.

The methodology used in the cost analyses section of this report is presented within the contents of Chapter III.

Limitations of the Study

The limitations of any study conducted by the use of the individual interview technique existed in this study. A further limitation resulted from the fact that reliability of the data depended upon the accuracy with which the interviewee interpreted the questions and the accuracy with which the interviewer later summarized the responses.

A further limitation was imposed by the diversity of the programs offered in the several contract areas covered by the general heading "van project." The program in each area was determined by the limits imposed by the existing contract. Each contract is renegotiated yearly, therefore changes can occur yearly.

A "sample of convenience" was used for the choice of all interviewees.

Definitions of Terms Used

Several terms as used in this study were defined as follows in Good's Dictionary of Education.

> adult basic education: an instructional program for the undereducated adult planned around those basic and specific skills most needed to help him [her] function more adequately as a member of society. See fundamental education (2); teaching, remedial. (p. 16)

> drill, corrective: (1) repetitive practice for the purpose of eliminating errors: . . . (p. 196) (Note: Used synonymously with term "brush-up" which appears throughout interviews conducted for this study. "Brush-up" usually appears in relationship to those students who hold a high school diploma and use the program to improve skills prior to taking test for more advanced educational opportunities.)

skill-improvement practice: syn. drill, corrective (p. 537)

test, general educational development (G.E.D. test): a comprehensive test used primarily to appraise the educational development of adults who have not completed their formal high school education: through achievement of satisfactory scores adults may earn a high school equivalency certificate, qualify for admission to college or to more advanced educational or employment opportunities, or meet qualifications for admission to licensing examinations for certain occupations: tests are administered at official G.E.D. centers approved by state departments of education and also, to military personnel on active duty, through the U. S. Armed Forces Institute. See certificate, high school equivalency. (p. 598)

All other terms used, where not specifically defined, have been defined using Good's Dictionary of Education or Morris' The American Heritage Dictionary of the English Language.

Background Reading

A bibliography of selected readings has been provided for those persons interested in perusing the literature which provided the background material for this report. This bibliography is highly selective and not intended to be complete. Entries were included for their informational value, or because selected protions were considered when designing or reporting the results of this study.

Organization of the Remainder of the Study

This study has, in Chapter II, a presentation and analysis of the results of the individual interviews conducted as the basic data source. Chapter III presents the results of the cost analysis of the Mobile Van Project, as based upon available data. The Appendixes contain all interview summaries and other materials deemed necessary to support the findings of the study.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the results of the analysis of the data gathered from the interviews of those administrators, teachers, and students (clients) involved in the Mobile Van Project in the four contract areas throughout the State of Indiana. The two major classifications used were "strengths" and "areas of concern." In each classification specific points were identified and followed by discussion.

Strengths

1. The adult education program is being delivered to areas of the State which otherwise might not receive it.

Discussion: The Van Program was conceived to deliver educational services to those persons who otherwise might not receive such services. By and large this aim appears to be met by the existing program, with a few exceptions. LEA's are urged to examine their geographic contract areas and provide Van services where none now exist. This is in keeping with the aims of the program. Another aim of the program, that of establishing permanent sites from the less permanent van sites, does not appear to be developing as rapidly as might be expected. School districts and other educational agencies should be more directly involved in the Van program with the aim of establishing permanent ABE sites where warranted.

2. A high degree of cooperation exists between IOOD (CETA) staff and the educational agencies involved in the program.

Discussion: There appears to be a high degree of co-operation existing between the IOOD staff and the educational agencies involved from the State level down to the operating level of the counselor and teacher. The existence of the "cooperating committee" which meets monthly at the State level (IOOD and DPI staff members) is an example of this over-all spirit of cooperation. At the day-to-day operating level this has been illustrated throughout the interviews, with a few notable instances which will be dealt with under "areas of concern." There are numerous examples of this cooperation. Two will be cited for illustrative purposes: In the Corydon site there is a joint effort for reporting pupil progress which involves the student (client), teacher, aide, and the ODC counselor (see pp. B-39, B-43-44). In several instances the counselor's office and the classroom are physically located in the same building. This arrangement tends to greatly aid in the communication process among those involved in the educational process.

3. The teaching staff is composed of highly dedicated individuals performing in an exemplary manner.

Discussion: This strength is evident throughout all of the interviews conducted with students, almost without exception, and is verified and reinforced by the comments of most of the ODC counselors and LEA administrators. Students

comments stress the flexibility and sensitivity of the teachers as well as the high degree of encouragement that they offer to the students on an individual basis.

4. The instruction provided is of either an individual or small group nature.

Discussion: The highly individualized nature of the instructional program emerges throughout the interviews with students. Examination of the class materials and site visits confirms this fact. The instructional program offers advantages that are necessary for a program such as this to function effectively: Open entry and exit are necessary because of the highly individualized nature of the needs of the student and the way in which attendance varies. In addition the teacher has to be able to deal with a wide range of individual abilities and needs. These range from the student who requires basic "survival" skills (Adult Basic Education) through those students preparing to take the General Education Development (GED) test for obtaining a high school equivalency diploma. In addition, at selected sties, students are also receiving instruction beyond the high school level on a "brush-up" basis before taking tests for specific vocational goals (e.g., Licensed Practical Nurse - LPN).

5. The high per cent of those persons taking the GED test who complete this requirement.

Discussion: The teachers reported a phenomenally high per cent of individuals taking the GED test as having passed

it (in two instances 100 per cent). This fact can, in many instances, be attributed to the fact that the students are not "encouraged" to take the test until the teacher is "sure" that they can meet minimum standards. This may cause some students to be "held back" from attempting the test, however, it is believed that this is a positive action on the part of the teacher. The students enrolled in the program have been "dropouts" and "failures" in other programs, therefore, it may indeed be wise to "hold them back" until the attainment of this goal is a virtual certainty. To do otherwise might cause the student to experience that one final failure which would undo all of the confidence and certainty which results from this program. Of course, the possibility also exists that some students are being retained in the program longer than necessary to insure this degree of success.

Areas of Concern

1. The high degree of mobility of the program may be adversely affecting its potential educational impact.

Discussion: Because the program is highly mobile the teachers and aides are, with one notable exception, meeting classes no more than twice weekly in any one site. In most programs the teachers meet with students only once weekly. This has caused several problems, not the least of which is the interpretation through the IOOD office that one day's attendance at a class constitutes the use of one week of (CETA) educational eligibility, (see B-34). Because of the different

nature of this program steps should be taken, either at the State or National level, to obtain an exception to this ruling. This ruling is having a deleterious effect upon the total impact upon both staff and students alike. Another possible solution to this dilemma, and one which appears to have a more far-reaching effect upon the educational capabilities of the Van program, is that of providing a full-time (40 hours a week) aide at each educational (Van) site. This is being done at the sites in Rensselaer and Knox at the present time. The teacher then becomes a traveling resource person whose skills are utilized to develop individual educational programs (IEP) for the students. These IEP's are then implemented by the on-site aide. (See D-1, D-2, D-5, D-6)

2. Poor record keeping exists at certain sites.

Discussion: There are certain sites within the program where poor record keeping exists. One site was identified in which the ODC center did not even demand that the Form 1415 (Attendance) be filed. In addition, students were not formally enrolled in the program but rather were "released" from their on-the-job training, at the behest of the site supervisor, to attend classes (see p. B-8). Both IOOD and DPI agencies should insure that minimum Federal and State statutes are complied with in all cases. In addition there is a need for follow-up data to determine the status of students who complete and/or drop-out of the program. Teachers and counselors can provide many success stories and some stories of a lack of success on

the part of selected students, however no organized system of follow-up exists. This leaves the assessment of educational and personal effectiveness almost entirely dependent upon the personal knowledge of those directly involved with the students. Some type of structured and regular follow-up of drop-outs and graduates should be instituted and maintained in a consistent and logical manner.

3. A lack of cooperation exists between the public school sector and the IOOD (CETA) ABE Van program in some areas.

Discussion: These two programs, which have similar aims as it concerns adult basic education, exist on almost parallel tracks, with little communication existing between the two segments of the educational community. Teachers and ODC counselors should be encouraged to establish and maintain liaison between counselors employed in the public schools and their own programs. Those students who "drop out" of public schools should be informed of the opportunities which exist for continuing their education, or obtaining alternative forms of assistance through the ODC offices. Cooperation in this area appears to be strongest in the Portage area and other areas might profit from an in-depth analysis of their techniques.

4. The method of information dissemination regarding the availability of ODC and educational services should be improved.

Discussion: Word-of-mouth appears to be the most prevalent method of disseminating information about the ABE

Van Project. This appears consistently throughout the interviews with students. This method of information, while highly effective, also has its limitations. With regard to disseminating information within the particular ethnic group involved it can prove to be highly effective, however, it also tends to be self-perpetuating and limited to the members of one particular sub-group (ethnic) of the total population. Observation led to the tentative conclusion that there appeared to be a lack of minority representation in the classes visited. It is recognized that the areas in which the classes exist tend to have a small per cent of minorities in their populations, however, it is believed that every effort should be made to attract minorities to the programs. One method of involving these minorities in the word-of-mouth information dissemination system is through the involvement of the churches. It is urged that both counselors and teachers engage in meetings with members of the clergy of minority group churches in order to gain entry into the informal channels of communication so vital to this program. Another related area of concern is that the students in attendance appear to be drawn from small town populations. If one of the aims of the Van project is to serve the "rural poor" then this population does not appear to be adequately represented. This may be a matter of location, but it is believed that it may also be a matter of communication and transportation (for the clients) and distance to the sites. Some areas are also using other excellent means of information dis-

semination. The Portage program utilizes the newspaper and pamphlets quite effectively. In the Jasper area the LEA has a weekly radio program which stresses the success stories of students enrolled in the program. In contrast, the counselors in the Marengo and Corydon sites are specifically prohibited from submitting features to the local newspapers without first obtaining clearance from an individual based in Jeffersonville. This has seriously impeded the dissemination of information and adversely affected staff morale. When public information channels are utilized, it should be realized that all coverage will not be "favorable" but will, in most instances, be constructive.

5. Site location should be considered for convenience of students and educational suitability.

Discussion: The advantage of the Van Project is the high degree of mobility afforded for providing educational services to students. These are areas where no such services are afforded students (e.g., Angola, see p. C-1) because of apparent inaccessibility, however, this may be an opportunity to capitalize upon the unique features of this program. As previously mentioned, there should also be more consideration given to establishing permanent sites when warranted by availability of students on projected long-range basis. If such sites are not successful (i.e., underenrolled) the possibility exists for reestablishing them as Van sites. A complete and full study or examination of site availability in the local public school system should be undertaken. If closer liaison is

established with the public segment, then the availability of classroom sites in the public schools should be examined. Leasing arrangements might be entered into which would provide for the type of arrangement required by the ABE classes. The presently declining enrollment patterns in the public schools should provide for a variety of site availabilities in the future. Some sites (particularly Loogootee, since moved to a local church) were found totally inadequate. The matter of sites meeting minimal educational standards is one which should be faced squarely and solved when necessary. Teachers should be engaged in overcoming educational difficulties, not compensating for site inadequacies.

6. Lack of day care facilities and other related concerns.

Discussion: It is believed that day care facilities should be established to enable persons who have pre-school age children to attend ABE classes. This is but one example of ancillary services which can be provided to afford those least able to attend classes the opportunity to do so. This is particularly true inasmuch as the Van programs tend to operate almost exclusively during the early morning and afternoon hours. A "blending" of sites, child care services, and the use of aides to keep van sites open for longer hours may tend to broaden the educational effectiveness of the total ABE Van program as well as those sites operated on a "permanent" basis.

7. A confusion appears to exist between the Adult Basic Education (ABE) program objectives and the General Educational Development (GED) test preparation objectives of the program.

Discussion: It would appear that most ODC clients entered into the program have as their educational objective the attainment of the GED certificate, even though this objective may be, in many cases, unrealistic. Rather, the acquisition of basic educational skills (basic reading and mathematics) may be far more realistic, as well as certain job-related skills. This disparity may be the result of the statutory requirements or the ease of specifying the GED test as a goal. Also, some programs are contractually limited to accept only CETA clients. Attention should be directed toward making the ABE and the GED programs compatible in all areas of the State. In some cases this may be only a redefinition of terms or objectives, while in other cases it may require the changing of the terms of the contract as it is renegotiated at the next annual renewal date. In those cases where students are admitted under the CETA program (receive stipend) and where ABE students (no stipend) are in the same class there appears to be no conflict of interests. The ultimate objective of the ABE Van project is to provide education to all students within the areas serviced.

Summary

This is basically a sound educational program based upon an effective system of individual counseling and teaching. The program, while limited in scope, is effective with those individuals who come in contact with it.

The areas of concern appear to involve matters which could be resolved with a relative degree of ease. They center upon information dissemination channels and basic and ancillary record keeping systems within the existing structure. In addition, they center upon enlarging the base to make the successful elements of the program available to more persons.

The Van concept has a high degree of educational flexibility, coupled with dedicated staff members, both within the ODC (counseling) and LEA (teaching) components. It stands as an effective example of that which can be accomplished with effective interagency cooperation. Where defects exist they are a matter of individual area rather than overall statewide concern. Therefore, these areas of weakness lend themselves to easier remediation.

Chapter III
COST ANALYSIS

Introduction

On the basis of discussions held with project directors in the Division of Adult and Community Education, DPI, and with representative administrators in the field, it was concluded that cost analysis of the ABE Mobile Van Project would include the following components:

- Cost-Effectiveness
- Cost Comparisons
- Cost of Alternative Delivery Systems

Cost-effectiveness analysis is a tool used to assist educational decision-makers in choosing among alternative courses of action and to evaluate courses chosen as they attempt to select, organize, and evaluate the most efficient use of educational resources. In conducting cost-effectiveness analysis, objectives to be attained must be identified, various alternatives which would lead to attainment of the objectives must be considered, and the price of each alternative must be determined. Cost-effectiveness analysis implies that the preferred alternative is identified on the basis of appropriate efficiency criteria. The purpose of cost-effectiveness analysis then is to aid the decision maker in evaluating feasible alternatives on a basis of least cost and greatest effectiveness.

With respect to cost comparisons and the costing of alternative delivery systems, the costs associated with the Mobile Van project obtained in the cost-effectiveness component are

compared to: 1) costs of the regular ABE Program at a sampling of sites; and, 2) the costs of traditional elementary and secondary educations. Finally, the costs of van transportation are compared to the alternative use of sedans and station wagons.

Cost-Effectiveness

It is clear that the objectives of the Mobile Van Project include: the improvement of basic educational and living skills such as acquiring job and consumer information and attaining proficiency in reading, math, and other skills; the earning of a high school diploma; the successful completion of the GED test; or, some combination of these. In an attempt to quantify a measure of productivity, a sampling was taken of achievements by van project students at the Jasper residence during the 1977-78 program year. Table 1 summarizes data provided.

Next, the passage of the GED test was selected--for those students whose goal it was to pass this exam--as a quantifiable educational objective or, in terms of cost-effectiveness analysis, an efficiency criterion. Sample data were obtained that covered starting grade level (per standardized test score), contact hours, and cost of delivery per contact hour. Table 2 summarizes the findings of the cost-effectiveness analysis. For the students sampled, the costs incurred for advancing each grade level to successful passage of the GED ranged from $36 to $416 (median = $103), and the mean total cost per student was $304.

Table 1

ACHIEVEMENT OF VAN PROJECT STUDENTS - JASPER RESIDENCE

September 19, 1977 thru October 27, 1978

Site/Achievement	Avg. Time for Completion	#'s of Students
MARENGO SITE		
GED	6.2 months	7
School	2.75 months	3
Jobs	3.9 months	5
Unsuccessful drops	2.5 months	3*
Total average stay	4.3 months	
CORYDON SITE		
GED	7.56 months	8
School	7.45 months	10
Jobs	5.25 months	6
Unsuccessful drops	4.3 months	3**
Total average stay	6.64 months	
FRENCH LICK SITE		
GED	4.54 months	12
School	5 months	3
Jobs	2.5 months	2
Unsuccessful drops	2.58 months	25
Total average stay	3.31 months	

* 1 student died.
** 1 student had a High School Diploma, and
2 students were ready for GED, but did not take the test.

SOURCE: Data provided by Vincennes University-Jasper Center

Table 2

COST EFFECTIVENESS - GED PASSAGE - CERTAIN STUDENTS SERVED BY JASPER RESIDENCE

November 1, 1977 thru September 30, 1978

Site/Student	Contact Hours	Starting Level	Total Cost*	Cost Per Grade Level Advanced
MARENGO SITE				
Anita M.	124	8.5	$490	$140
James W.	40	7.6	$158	$ 36
CORYDON SITE				
Paula M.	44	N/A	$174	-
Leisa E.	116	10.9	$458	$416
FRENCH LICK SITE				
Kermetta S.	102	8.1	$403	$103
Joanne L.	30	11.0	$119	$119
Kathy H.	87	7.4	$344	$ 75
Charlotte B.	72	7.9	$284	$ 69

*Based on a cost of $3.95 per contact hour. (See section on Cost Comparisons - Van Project for derivation of this figure).

SOURCE: Data provided by Vincennes University-Jasper Center

Cost Comparisons

The direct costs of education depend on many factors, including the number of students to be educated, the distribution of students over an area, the number of months of education provided, and the quality of educational services. In the Mobile Van Project, the dispersion of students, small class sizes, and high transportation costs would be expected to impact project costs. Cost per contact hour was selected as a common measure--fairly easily quantifiable--that would permit comparison of the van project with more traditional educational methods.

a. Mobile Van Project. Data were gathered for a sampling of sites at the Vincennes University-Jasper Center--specifically the sites covered by the Jasper van. As will be noted in Table 3, there were 5,822 contact hours involved with the Jasper van for the November, 1977 through September, 1978 period at a total cost of some $22,989.10--or, a cost of $3.95 per contact hour to the Division of Adult and Community Education. This figure does not include the hourly stipend paid the CETA clients, nor that portion of the Vincennes University-Jasper Center Director's salary that would cover administration of the van project. Accordingly, the $3.95 figure represents the incremental costs borne by the state. The omitted factors are included for cost comparison purposes in Table 3.

b. Comparable Sites in the Regular ABE Program. Data covering cost per contact hour were also gathered for a sampling of sites in the regular ABE program. These data are summarized

Table 3

COST PER CONTACT HOUR - SITES COVERED BY THE JASPER VAN

November, 1977 thru September, 1978

a. Contact Hours

Month	Contact Hours			
	Marengo Site	Corydon Site	French Lick Site	Total
November, 1977	212	392	294	
December	116	172	186	
January, 1978	44	108	78	
February	104	172	174	
March	144	260	228	
April	204	204	246	
May	148	200	210	
June	208	116	228	
July	184	144	204	
August	88	168	252	
September	28	108	198	
	1,480	2,044	2,298	5,822

b. Costs

1) Incremental cost:

Cost per contact hour = one-half of Vincennes University-Jasper Center budget total* ÷ total contact hours of the Jasper van

$45,978.20 ÷ 5,822 = $3.95 per contact hour

(*Estimate of 1977-78 budget equals 1978-79 budget discounted by approximately 7.95%)

2) Incremental cost plus apportionment of director's salary:

$\frac{\$47,978.20}{2}$ ÷ 5,822 = $4.12

3) CETA stipend:

Weighted average minimum wage level for the period November 1977-September 1978 = $2.57 per hour.

Incremental cost + CETA stipend: $3.95 + $2.57 = $6.52

Incremental and director's administrative expense + CETA stipend: $4.12 + $2.57 = $6.69

SOURCE: Data provided by Vincennes University-Jasper Center and the Division of Adult and Community Education, DPI.

in Table 4. It will be noted that the basic contact hour cost for the Mobile Van Project, $3.95, falls within the range of costs for most regular ABE agency sites included in the sample.

c. Traditional Elementary/Secondary Education. Some $80 billion are spent annually on the public elementary and secondary schools. Table 5 gives an approximation of these educational expenditures on a contact hour basis. Average daily attendance was used in computing contact hours, since mobile van contact hours (Table 3) were computed on the basis of attendance. As was the case with the regular ABE program (Table 4), contact hour cost in the public schools, approximately $2.08 per hour, is not vastly different from the $3.95 cost in the van project.

Alternative Delivery Systems

A number of alternatives to the present van delivery system have been discussed by project administrators and within the research team including: payment of travel expenses for students to attend a regular ABE program; utilization of one site at a time for an extended period; use of radio/TV delivery--perhaps in conjunction with a paraprofessional instructor; a single teacher travelling between two sites; utilization of local library facilities as semi-permanent sites; use of local teachers in conjunction with a public service employee driver; replacement of vans with other forms of transportation; etc. In light of the comparability of contact hour costs among alter-

Table 4

COST PER CONTACT HOUR - SELECTED SITES
IN THE REGULAR ABE PROGRAM

Fiscal Years 1978 and 1979

Regular ABE Agency		Total Cost	Contact Hours	Cost Per Contact Hour
Logansport	FY-78	$90,904.17	25,761	$3.83
	FY-79	90,873.18	15,993	5.68
Vincennes	FY-78	72,158.88	14,145	5.10
	FY-79	94,535.84	24,969	3.79
Vincennes-Jasper	FY-78	83,430.90	16,393	5.09
	FY-79	95,958.05	17,126.75	5.60
Garrett*	FY-78	14,387.18	7,801.5	1.84
	FY-79	20,454.70	8,242.5	2.48

*The most comparable sites since all are scattered sites and all teachers are paid at school corporation rates.

SOURCE: Data provided by the Division of Adult and Community Education, DPI.

Table 5

COST PER CONTACT HOUR - U. S. PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

1977-78 Schoolyear

Expenditures for U. S. Public Schools

•Total Expenditures (incl. current expense, capital outlay, and interest)	$80,225,623,000
•Students in Average Daily Attendance	40,223,837
•Cost per Contact Hour*	$2.08

* * *

•Total Current Expenditures	$70,069,661,000
•Students in Average Daily Attendance	40,223,837
•Cost per Contact Hour*	$1.82

*Contact hours per student per year = 159.5 days (U.S. average) x 6 hrs. per day

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Basic Data Source: NEA, Estimates of School Statistics, 1977-78, Washington, 1978.

native delivery modes that were discussed in the preceding sections, it was concluded that decisions would not likely rest principally on cost factors. On the other hand, it would seem that certain economies could be realized if resources were more economically utilized. For example, one study (Dean T. Jamison, et. al., Cost Analysis for Educational Planning and Evaluation, ETS, Princeton, 1976) showed that a system utilizing instruction with assistance of radio lessons at various sites provided a savings in total annual cost per student of some 38 percent over traditional means of instruction. We are also aware of a project run through the Appalachian Adult Education Center at Morehead State University in Morehead, Kentucky that has successfully utilized "Public Library Training Institutes."

With respect to the use of alternative forms of transportation, an investigation was made among local automobile dealers in South Bend to attempt to identify economies that may be associated with van, station wagon, or sedan leasing. While considerable latitude is present in negotiating vehicle leases such that no objective measure can be applied to the economies, certain general observations were apparent:

a. Resale value of the vehicle following lease is the major factor in determining yearly charges. Accordingly, a sedan is the most attractive of the three and a station wagon is the least attractive given present interest of used car buyers. Comparable sedans and vans--in terms of design and accessory features--are separated by minimal leasing cost differentials, generally less than a 5 percent difference.

b. A single leasing agreement, as opposed to several individual arrangements, can result in overall savings of from 7 to 12 percent. Such an agreement can also involve several distant local dealers with respect to the individual vehicles.

c. Some sedans, like the Chevrolet Citation--which have a hatch-back and folding rear seat--combine fuel and maintenance economy with a surprisingly large cargo capacity.

Conclusion

The purpose of the cost analysis portion of the study was to evaluate this aspect of the Mobile Van Project in Indiana. It is possible to make various comparisons with other forms of adult basic education, with traditional elementary/secondary education programs, and with alternative delivery systems. In the final analysis, however, the cost side of the equation is but one factor in the economics of education. One must also consider the benefits of education to both the individual involved and to society as a whole. In short, costs should be weighed against benefits.

Miller (Herman P. Miller, "Annual and Lifetime Income in Relation to Education," American Economic Review, Dec. 1960) estimated that high school education, in addition to an eighth-grade education, increased lifetime income 43 percent. Schultz (Theodore W. Schultz, "Education and Economic Growth," Social Forces Influencing American Education, U. of Chicago Press,

1961) computed the rate of return on investment in elementary education to be 35 percent and 10 percent in high school education. A study by Denison (Edward F. Denison, The Sources of Economic Growth in the United States, Committee for Economic Development, 1962) found that increased inputs of education and knowledge accounted for 43 percent of the nation's growth in GNP over a recent 28 year period.

It would seem that there is a substantial material payoff to the individual and collective sacrifices involved in a commitment to adult basic education. This is not even to begin to account for the qualitative benefits that accrue to all of those that are concerned both directly and indirectly.

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APPENDIXES

MOBILE VAN PROJECT EVALUATION

Instructions to Interviewers

and

General Background Notes

Prepared by

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January, 1980

TABLE OF CONTENTS

Background and Instructions. 1

Interview Schedules 1

Explanations and Suggestions 2

Data Analysis Procedures 3

Appendix A: Memorandum from Indiana Office of Occupational Development. 5

Appendix B: Student Interview Notes 6

Appendix C: Adult Interview Notes 7

Appendix D: "Effect of Counselor Attire in An Initial Interview". 8

Appendix E: "The Art of Interviewing" 12

Background and Instructions:

1. We will attempt to interview all CDC's, LEA's in charge of the program in each area, all counselors who work with clients (if possible), all teachers and aides, and a selection of students (this will probably be a sample of convenience).

   You should request the assistance of the counselors and teachers in having former students available for interview (four or five if possible) during the time of your visit. You should also interview students who are presently enrolled in the program (four of five if possible).

2. The interviews should take place on site. You should make tentative arrangements for interviews when you make your initial contact (telephone). Schedules will vary and you should be flexible.

3. We have been assured the cooperation of the counseling staff in each program by Mr. Tom Abeel (see attached memo). Please arrange student interviews through counselors and teachers (see #1 above).

4. Interviews will consist of in-depth conversations with all individuals identified in number 1 above. Notes will be made on copies of the forms provided (two different forms). Notes should be made during the interview and then the interview should be recreated on tape as soon-as-possible following interview. If you find a need to clarify any points please attempt to do so before you leave the site. If this is impossible please do so by making a person-to-person telephone call (if possible).

Interview Schedules:

The following are procedural notes and suggestions for using the interview schedules attached. Notes will be given on a question by question basis.

1. S How did the student (client) learn of the program?
   A How do students (clients) learn of the program?

   This question is designed to elicit information concerning the ways in which students learn of the existence of the program(s).

2. S How did the student gain admission to the program?
   A How are students admitted to the program?

   There will be differences in procedures between different programs and also between CETA clients and ABE students.

3. S What did the student hope to get from enrolling in the program?
   A What does this person expect the students to gain from the program?

   From preliminary discussions with the Advisory Council it would appear that there may be three (3) sets of objectives and expected outcomes in operation in this project. It is believed that in many cases these are congruent, however, there may also be some disparity between and among them.

4. S How long has the individual been enrolled in the program?
   A How long are students "normally" enrolled in the program? (note exceptions)

   From discussions with the Advisory Council as well as examination of selected data it would appear that the time element may be different in different cases. There are statutory limitations for CETA clients as well as other limitations. You may also wish to discuss attendance and attendance patterns (if applicable).

5. S What does the student perceive as the major strengths (areas of satisfaction) with the program?
   A What does the person perceive as the major strengths (areas of satisfaction) with the program?

   In this area be sure to seek "success stories" from the teachers and counselors - as well as determining areas in which the students perceive themselves as being successful. This particular question is designed to find areas which may have "exportability" between programs. Please try and identify those factors which the person feels contributed to this success.

6. S What does the student perceive as the major weaknesses (areas of dissatisfaction) with the program?
   A What does the person perceive as the major weaknesses (areas of dissatisfaction) with the program?

   All programs have areas which can be improved. Try to not only determine areas of dissatisfaction but solicit suggestions for improving the situation. Those at the "operating" level often can see possibilities for improvement, and ways of implementing this improvement, and their suggestions should be solicited and noted.

7. S Does the student believe that his/her educational objectives are being attained? (Check perception between student goals and teacher/counselor if possible.)
   A Does the person believe that the students' educational objectives are being attained?

   This is an attempt to gain an insight into the perception of the student and the counselor and the teacher. See note 3.

8. S Any other pertinent data that develop during the interview?
   A Any other pertinent data that develop during the interview?

   This is the "open end" question that all interview schedules need. If you find that something that may be of value is mentioned, then you should pursue it and report it in this section.

   Items that may occur (but this list is not intended to be inclusive, just suggestions) are: scheduling, educational program of the individual, materials, responsiveness to suggestions, organizational structure, etc.

Explanations and Suggestions:

1. Stress that the purpose of this study is to study the educational effectiveness of this Van Project. It is intended to discover areas of strength and to capitalize on these. When weaknesses are discovered it is hoped that suggestions for improvement will also be offered. The purpose of this study is not to affix "guilt" or "blame."

2. When conducting your interview please attempt to put all persons at ease. Explain your purpose and establish your creditability. We will have provided all LEA's, ODC's, TEACHERS and AIDES with copies of this manual and the instrument before you arrive to conduct your interviews.

3. This is a highly innovative program entered into cooperatively by two State agencies (the Indiana Office of Occupational Development and the Department of Public Instruction) for the education of those persons who might otherwise not have the opportunity because of their lack of proximity to educational centers.

4. Distribution of the complete study will be through the Department of Public Instruction (the contracting agency).

5. You may find that you are able to establish better rapport in interviewing students if your clothing is more casual. Always be truthful in answering any questions asked you. Please refer questions you are unable to answer to me, encouraging persons with questions to place collect calls to me. A quantity of my business cards are enclosed for this purpose.

Data Analysis Procedures:

1. You should record your recreations of the interviews as-soon-as-possible following the interview. Please organize these recreations following the interview schedule (Items 1 - 8). Your analyses will be transcribed and returned to you for verification and necessary editing. Following this editing process items from all interviews will be grouped together. Individuals will not be identified, however the different programs will be identified.

2. The research team will then read the first draft copy of the completed study and come together for a final editing process. Finally I will see that the study is completed and printed and the necessary distribution is made.

3. Analysis will be primarily subjective. Limitations of the study will be identified, and comparison to comparable programs will be made where such comparable data exist.

4. The following is a list of references which have been used and will be used in preparing the background rationale for the analytical procedures utilized.

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Memorandum
Indiana Office of
Occupational Development

150 W. Market St., 7th Floor, Indpls., IN 46204 Governor Otis R. Bowen, M.D.

317/232-8513 • 800/622-4992 (Indiana Residents Only) • an equal opportunity employer

TO: Director, Areas A, B, I, J, K and M

FROM: Tom Abeel, Director
Operations Division

DATE: December 18, 1979

SUBJ: Evaluation of Mobile Van Projects

Education Research of South Bend has been awarded a contract by the Department of Public Instruction to evaluate the Mobile Van Project that operates in your area.

Dr. Charles DuVall of Education Research has indicated a need to interview ODC Counselors as part of the evaluation. Dr. DuVall will be contacting you to make arrangements for this interview with Counselors who have been involved with the Project.

I appreciate your cooperation in this effort. Should you have any questions please contact David Gomez at 1-800-622-4992 extension 2-8501.

cc: Dave Burkett
Dr. Charles R. DuVall

Student Interview Notes: Interviewer _____

Interviewee _____ Program Site _____

Date of Interview _____ Place _____

1. How did the student (client) learn of the program?

2. How did the student gain admission to the program?

3. What did the student hope to get from enrolling in the program?

4. How long has the individual been enrolled in the program?

5. What does the student perceive as the major strengths (areas of satisfaction) with the program?

6. What does the student perceive as the major weaknesses (areas of dissatisfaction) with the program?

7. Does the student believe that his/her educational objectives are being attained? (Check perception between students goals and teacher/counselor if possible)

8. Any other pertinent data that develop during the interview?

Continue on back if necessary.
Reconstruct total interview on tape as-soon-as-possible.

Adult Interview Notes: Interviewer _____

Interviewee _____ Title _____

Date of Interview _____ Program Site _____

1. How do students (clients) learn of the program?

2. How are students admitted to the program?

3. What does this person expect the students to gain from the program?

4. How long are students "normally" enrolled in the program? (Please note exceptions)

5. What does the person perceive as the major strengths (areas of satisfaction) with the program?

6. What does the person perceive as the major weaknesses (areas of dissatisfaction) with the program?

7. Does the person believe that the students' educational objectives are being attained?

8. Any other pertinent data that develop during the interview?

Continue on back if necessary
Reconstruct total interview on tape as-soon-as-possible.

APPENDIX B

SUMMARIES OF INTERVIEWS WITH PERSONS INTERVIEWED IN THE JASPER CONTRACT AREA OF THE MOBILE VAN PROJECT SITES

Interviews conducted March 5, 6, 7, 1980
by Charles R. DuVall

Report of the interview with B. (student). Loogootee, March 6, 1980.

1. Bob stated that he had worked over the summer as a part of the CETA program, went back to high school in the fall, and quit in December, 1979. Around Feb. 1 he enrolled in the Loogootee program. he is presently taking reading, math and spelling.

2. He contacted the Manpower Office and talked with a counselor.

3. Bob stated that his objective was to acquire the GED diploma.

4. Since Feb. 1, 1980--approximately 1 month.

5. He stated that he hopes to be able to read captions that accompany pictures in order that he can fix cars and radios. Throughout interview student expressed great concern with his reading level. He did not feel that his math was a problem.

6. He basically expressed dissatisfaction with the high school program. He felt that they went right over the top in high school, that they were passing him through, and he was not learning. He believes in this program he has an opportunity to "take your own time." It was inferred that he was referring to the individualized nature of instruction.

7. He believed that he will be able to read the manuals accompanying cars in order that he may work on them.

Report of the interview with J (student). Loogootee, March 6, 1980.

1. She had taken adult basic education courses at Vincennes University in the Library in about 1976. She learned of this program through the Red Door program. The Red Door is a sheltered workshop which has been sending students to this program.

2. Jeanette stated that she was referred through the ODC office and counselor, Karl.

3. The student hoped to obtain a GED, but then she stated she really wasn't sure.

4. Jeanette had only been enrolled in the program a very short time. She wasn't sure. The assumption was less than 1 month.

5. She perceives her major weakness as being subtraction, which she hates. But she stated that she felt she was a good reader.

6. She felt that she was handicapped and she really wants a chance; she stated a chance to make good money.

7. She appears to view the Van Project as a way to achieve her ultimate aim, which is to make money.

Report of the interview with K (student). Loogootee, March 6, 1980.

1. Kevin appeared to be a young man about 20-21-22 years of age who stated very early in the interview that he did like to work on cars and stereos. He's looking for a job, working through the ODC, and he's presently employed in the Bogg's Lake project in maintenance capacity. This appeared to be through the ODC office.

2. He came in through the ODC office in employment with the Bogg's Lake project. He hopes to get his GED and, as he stated, a good job with good pay. He basically is looking for something in construction trades and views the DBE Project and the GED as necessary for meeting minimum entry levels in the construction trade.

3. He has been in the project approximately one month.

4. He attended Spring's Valley School, dropped out in the 8th grade. Stated he was bored. This occurred in approximately 1976 (he wasn't quite sure of the year).

5. He stated that this was only his second time in class. We have a conflict here. He had just come in Monday and was just completing his testing program.

6. He stated that he really couldn't compare it because he'd been in the program for such a short time.

Report of the interview with S (student). Loogootee, March 5, 1980.

1. Scott's another young man, 24 years of age, who came in from the ODC and is presently employed in the Red Door

Sheltered Workshop. He learned of the program through the ODC.

2. Through ODC and the Red Door Program.

3. His stated aim is to obtain the GED. He had dropped out approximately in the 8th grade because, as he stated, he had been in the grades, he was then placed in Special Education program. When he came to the high school, they had no Special Education program, therefore he felt that he was encouraged to drop out.

4. He's been enrolled in the program for approximately two and one-half years.

5. When asked about his perceptions of the major strengths of the program, he had nothing really to offer. He shrugged his shoulders.

6. When we talked about weaknesses, he explained to me his job in the Red Door and the way in which he sorted salvage. When asked what he felt he was gaining from the ABE Project or if he saw any weaknesses, he said well, he probably could use more training in sorting salvage.

7. Relative to his objectives, he really again shrugged his shoulders and said he really didn't care, just so it was a job.

Report of the interview with J · (student). Loogootee, March 5, 1980.

1. He learned of the program through the guidance counselor at the school, who, when he dropped out, referred him to the ODC. He was in only his second day completing his testing program.

2. He gained admission; he was taking the test. Asked about his perception he stated he needed to learn to read. He felt that math was his strongest subject.

3. Enrolled only two days.

4. He hopes to get a diploma and then he didn't know if he liked to work in construction or work a couple of years and then go to college. He is presently engaged in the Bogg's Lake project and his construction work--he likes it. He's been at it since September.

5. He felt this program was OK, that nobody was standing over him, as he put it, "with a club" making him study. He was there because he wanted to be. And then he smiled and

said "and the money don't hurt."

6. Asked about weaknesses in the program, he again went back to his experience in high school where people were standing over him in school. His father's on disability; he's had open-heart surgery in both Indiana and Maryland and is unable to work.

Report of the interview with B (former student). Loogootee, March 5, 1980.

1. Barbara was a rather short woman, who has had a wealth of experience. She learned of the program when she was laid off. She'd actually used it to attain her GED. She'd been involved in a number of activities and she had a desire to attain her GED.

2. She gained admission through the ODC. She was in the program for a period of six weeks, using it as a refresher course; and at the end of the six weeks she successfully took the GED and passed it.

3. She simply wanted to complete her senior year in high school and have a diploma.

4. Six weeks.

5. She perceived the major strengths of the program to be "all the job stuff."

6. Her perception of the major weaknesses was "people need to know how to get in the program." She apparently feels there's a lack of communication.

7. She definitely felt that her educational objectives had been attained when she obtained the GED.

8. She has a varied background. She dropped out of high school at 16, first ran a restaurant, (she said she knows it's against the law to be operating a restaurant at that age, but she did it for approximately one year). She then worked at RCA for a period of six years. She then worked at Crane for a period of four years. She's also worked in other areas. She seems to enjoy the change in occupations. We got to discussing her ultimate goal and she stated she wanted to be an electrician, an unrealistic goal in the particular geographic area in which she lives. She's married, has several children and appeared to be very, very sure of herself and quite pleased at having attained the GED.

Report of the interview with R (former student). Loogootee, March 5, 1980.

1. He stated he learned of it through Vicki and the ODC counselor, Jo Johnson. Then he stated that his girlfriend had talked him into it.

2. He gained admission through counseling at the ODC office.

3. His ultimate aim was the GED which he attained. He had also attended the night school at Mitchell.

4. He had been enrolled in the program from March through August. When he went to take his GED in August, he successfully completed it.

5. Her perceived the major strengths of the program: that they didn't shove you, let you go at your own pace. We then discussed the reason that he dropped out of high school. He attributed it to a biology teacher that shoved him around, flunked him, and did it a second time, and he gave up.

6. He couldn't think of any major weaknesses of the program. He just thought it was great because he had gotten his GED.

7. He really believed his educational objective has been attained because he's now able to read the directions on CBs and he likes to work on them.

8. He stated that "it done a lot for me," and he feels that he's now better able to control his temper, which he believes is reason that he didn't get along with the biology teacher and dropped out of school. He thinks he's much better at that (controlling his temper). He also said, in concluding our discussion, "if all of the teachers are like Vicki and JoAnn, then nobody should have any trouble."

Report of the interview with J (aide). Loogootee, March 5, 1980.

1. We discussed how the students or clients got into the program. She felt that that they probably were ads run in the paper by the ODC, but she didn't seem to be too sure. She also felt that students would tell each other occasionally.

2. We talked about how the students are admitted to the program and she knew that the ODC people would admit them. They'd send them down, and they would have a blue card. She also felt that the people from the Red Door, which is a sheltered workshop, would have gone through ODC; she wasn't quite sure how. Then we talked some more. She was talking about Vicki's night classes at Mitchell which are straight ABE without any ODC. She felt that they were probably a little more (I'm inferring here) successful.

3. When asked what she expected the students to gain from the program, she said she really didn't feel that it was just math or reading--that in many cases it was someone who cared. She thought the program offered the students a little more relaxed atmosphere. She pointed out (and it is inferred from the language, she said it with a great deal of pride) that everyone that they sent up from their program had attained a GED.

4. When asked about how long the students were normally enrolled, she felt that it varied but it might be three months, sometimes it's less and sometimes it's longer. We discussed the testing program. They use the TABE, which is Test of Adult Basic Education, which is published by CTB, (McGraw-Hill, Delmonte Research Park, monterey, California 93940). The basic procedure is that a student is referred to the educational component, takes what is known as the Locater test. This is a test which contains 50 items of basic vocabulary test, and based upon these results the student is then given one of two tests: the TABE-D or the TABE-M test. The scores from these two tests, which basically analyze reading, paragraph meaning, arithmetic (computational and reading), and language test, grammar, punctuation, and finally, a spelling test in which the student locates the incorrectly spelled word, or in cases where there are a number of incorrect words, you're supposed to indicate none. She felt that the use of these tests enabled them to fairly accurately place the students.

5. She felt that the major strength of the program was that they aid students in getting a job. We discussed any type of follow-up activity that they did relative to this and she felt they knew what students were doing because you might meet them someplace and this is an informal type of follow-up.

6. She felt that they seemed to be separated into parts--the Loogootee and on the other hand, the Bedford and Browntown sites. In Loogootee she felt that it was necessary to have closer communication with the ODC office and the counselor. She claimed the differences were in the type of information received from Bedford and Browntown and that received at Loogootee. In Loogootee they received only the blue card, while at Browntown they received program sheets which more closely detailed the educational expectations after counseling. She felt there was very close cooperation with the counselors and the personnel with the ODC at Bedford and Browntown and she felt there was a definite lack of communication at Loogootee.

7. She believes that the students' educational objectives basically are being attained in as much as they are getting a number who complete the GED and she feels this is the basic purpose of the program.

When we discussed other data she felt that in Bedford-Browntown there were more frequent visits on the part of the counselors and at Loogootee there was not. She was extremely concerned at the turnover of students and a lack of administrative control. She says it's hard when they come in for testing and they return to the ODC office for assessment counseling. She then observed that "we think" there's been a recent change in the Loogootee staff and a new counselor is on the job, and she feels that the staff is more informed than they used to be.

Report of the interview with V. She is the teacher for the Brownstown-Bedford-Loogootee sites. This interview was held on March 5, 1980 over lunch with V and J. her aide in Loogootee.

1. She felt that the students learned basically about the program through word-of mouth. Occasionally there were a few posters placed. She felt that there some in the rooms in the Senior Citizen's building. (No posters were observed during my stay there but no specific effort was made to thoroughly canvass all of the rooms in all of the places where posters might be hung.) She felt that it might be a waste of time to hang posters as this wasn't probably the best way to communicate with the persons in whom they were interested.

2. We engaged in a lengthy discussion between the way students are, or were, admitted to the program when it was under the Monroe County jurisdiction (Community Action Program) and the way it is presently what was referred to as LOW. When we discussed what she expected the students to gain from the program, it was at two levels: First, she talked about the attempts to teach them to read. For instance, Scott, who is from the Red Door program. She felt that he probably never would learn to read much above the third grade level, but she felt quite pleased inasmuch as when he came to the program, he was reading nothing and was working with him on what she felt was approximately a first grade level. She also felt very strongly about the development of the student's own self-concept. And she discussed this at length, siting examples of where if a student applied for one job and was turned down, she attempted to instill a sense of confidence in them that they did not take this that there were no jobs available and she was trying to help them to understand that one turndown did not necessarily mean no jobs, only no job available at this site at this time.

3. She thought the students normally were enrolled in the program approximately 8 to 12 weeks. She pointed out that at the Brownstown site they use the program as a college refresher. This was not mentioned relative to Loogootee.

5. She felt that the major strengths of the program were providing assistance to students and in the GED area, obtaining a GED, and also in vocational training in-so-far as they were able to help students, particularly in reading.

6. Her perception of the major weaknesses of the program were those who used the program only for money. She explained in some detail using as an example, one student that she had enrolled of whom she was physically afraid. She felt "threatened as a woman" and sited as an example that his wife had been shot down and killed outside bar. "I believe this murder remains unsolved to this date."

   Vicki first started to express a very, very great concern over her frustration with the locations that the educational sites in loogootee has undergone in the last 2-plus years. As she detailed it, (and it certainly is not intended to be accurate, but descriptive) they've been in the fire station on two separate occasions and on one occasion there was absolutely no heat, temperature was in the 40s and they all went to class dressed as they would for outside weather. They'd also been in the Junior Chamber of Commerce (JC) building twice. This site has since been turned into a medical office building. One time the JC's had a haunted house for Halloween and she said they conducted classes in the midst of the ghosts and goblins. It had also been in the ODC office on two separate occasions, both of them being temporary because they had no place else to go. At one time during the summer they were housed in the high school, and they are now presently housed in the Senior Citizen's or the red brick building, which is located immediately behind the municipal building in Loogootee. To date Vicki believed they'd been in six different rooms. The room they're presently occupying is what could be considered well below minimal standards for any type of an educational endeavor. During the time of my visit, the lights were not functioning. They had not been functioning for some period of time according to Vicki, and she informed me that they had contacted someone at the ODC office several times about the situation.

7. She believes the students' educational objectives are being met inasmuch as the attainment of the GED. She feels there's a difference from the Monroe County Admission Procedures which was prior to September of 1979 in the LOW office which was post-1979.

   She stated that she receives the "blue card" and that she had very little data. Other asides that we discussed were that she truly misses having a room of her own as a teacher and felt that she would like more stability in the program

because students come and go, the site of her instructional program is constantly changed, and she has no permanent home. When we then discussed the reasons for using the van, she seemed quite clear that she obviously wanted to continue, not only for her own employment, but because she felt they were serving a very valuable service to students who otherwise in all probability would not be serviced by any type of an ABE, GED, ODC program. However, she felt that she was spending a great deal of time on the road.

Report of the interview with J . . Director, ODC Office, Loogootee, March 5, 1980.

1. We discussed how the students learned of the program. She stated they come into the office and they don't hold a high school diploma; it's automatic that they get a blue card and are assigned to the ABE program. Following that they go to the ABE program, they are tested, which I presume she was referring to the Locater Test, and the TABE-M or D level tests. Following this they enter the occupational awareness program which consists of individual interviews by members of her staff and/or team interviews, plus the OTIS Vocational Interest. She felt it was by word of mouth, but that they also used posters.

2. The students being admitted into the program are usually also admitted (assigned) to work experience and they're paid by LOW. They have vocational expectations or pre-vocational expectations or there may be groups where they may be assigned both ways. At this point we got into a discussion of CETA programs which they can use 30 of 60 months--that is 2½ of 5 years, and under the ABE they are limited to 104 weeks, which is 2 years, or PSE, which is Public Service Employment, which can go for 78 weeks.

4. We discussed how long the students were normally enrolled, she didn't feel there were any real norms--that it was based upon individual needs. She used an example, an individual by the name of Pearl Allen who apparently aspires to be an LPN. She didn't feel she was attending the ABE program at the present time because of some family problems, but she did use her as an example of vocational expectations and the ABE program. Pearl was in attendance during the month of December 4 of 9 sessions. She was in attendance in January 3 of 9 sessions; in February she was in attendance none of 8 sessions; and in March she was in attendance none of 2 sessions, that is to date. Vicki informed me that she had informally found out that the woman had obtained a job and would no longer be attending the ABE sessions. She said there were no norms, but it was based upon individual needs and she used the example of Pearl Allen who aspired to become an LPN. Based upon my notes and without reviewing the tape, she had used Pearl as an illustration of aspirations. And checking this back with Vicki relative to her attendance, the above reported data were brought to light.

5. She believed the program was doing a good job. She was quite definite. She felt that one of the strengths of the program was the instructional staff and she was quite high in her praise of both Vicki and Joanne. She felt that the major strengths on the part of the students for the program was the high success rate that they experienced with their GEDs. As I interviewed Jo Johnson, following my interview with Vicki, I talked about the communication with ODC office and the instructional staff and Jo Johnson maintained that they talk with Vicki all the time and that this was good, honest, open communication.

   We talked about the successes and the "less than successes" of the program and she said she was particularly proud of one young man by the name of Alan, who had come in under the youth program and the difficulty she had in getting his father to agree to permit him to enter the program; but when the father found out that the youngster would be made to go to school, this seemed to change things. At this point the boy enrolled in the program, graduated with his GED and is now gainfully employed. We then discussed a young man by the name of Kent, who was an extremely hard worker and enjoyed his work experience, but when it came to class, he simply would sit, and he did not want to go to school. She discussed her efforts to keep him in school but finally the decision was made that he should withdraw from school.

6. I asked her then to go back to the weakness, or how she'd like to improve the program. She thought she could enroll about 30 pupils per week. She pointed out that they had nothing in Martin County before the Van and was quick to point out what she perceived as a very high success rate in attaining the GED. She also pointed out the use of the ABE program for brush-up part of taking college entrances and, with a considerable degree of pride, pointed out four or five students had attained admission to other schools, particularly vocational schools.

   We discussed the obtaining of classroom facilities and she admitted that there was some problems and she knew that the class had moved about quite a bit and she said it was a hit and miss proposition. There is no money paid for the rental of rooms and this results in their taking what is available.

Reinterview of J who is Director of the ODC Office in Loogootee March 7, 1980.

1. In response to the question, "Are paid ads placed in community newspapers?" she said, yes, they did place advertising or stories in the newspaper. Betsy also made posters which were placed permanently about the community. However,

they did not use radio inasmuch as it's, I believe, a Jasper station that is the closest station.

We then discussed as to whether all the clients that were referred to the Van Project were accepted, and she again pointed out that she would like to see it kept to capacity. When we pursued the matter as to exactly what capacity was she said she felt it was whatever Vicki said and we discussed the fact that the enrollment had formerly been higher. Indeed, she estimated that former enrollment had been close to 35 people. We then went on to discuss the factors which might have influenced the declining enrollment and she pointed out that she had a WCCIP project with West Boggs and it had been opened to others, not only to the economically disadvantaged, and that these students had been also placed in the ABE project.

We talked about the effect that high school drop-outs and the various out-of-school projects and she felt that again in Martin County that without this ABE project they literally would have nothing. So her basic summation of the project insofar as Martin County was concerned and her knowledge was that it was an unqualified success despite the present low enrollment status. She had very high praise for Vincennes University-Jasper Center. She just thought it was great. We then discussed whether the teacher should be allowed to screen out students. And she said she'd never had a client refused by V . And she didn't really feel that based upon any of her experiences that the teacher would be screening them out but rather they might move the students along or up in the event that that was something needed done. Basically, because they had never had any experience with this problem and were presently experiencing low enrollment problems, that the thought of screening clients or students just was something that didn't need discussion at this time.

2. Ms. J was very emphatic that she did not think that the Loogootee Schools, per se, believed in Adult Basic Ed and they were very quick to point out that they really didn't want students whom they'd expelled coming back into the program. She also pointed out that Betsy, whom i presume to be a member of her counseling staff, would occasionally call up the Loogootee schools to find out if they had any recent drop-outs that might come into the program. She felt that the Sholl's School District was better and she sawno problem in the (I believe it's Buckeye or Buckley School District).

8. We then discussed the matter of whether or not you can explain to whom the teacher and her aides are responsible? She felt that the teachers were responsible to Brian Gregory in the LEA. However, nothing again, she said she'd never had any problem. I then pursued it, "But supposing you did have a problem. What then would happen?" And she felt she'd first

talk with the teacher, but if that failed, she'd go to B. because she felt the ultimate responsibility for the program was with the LEA.

Finally, we discussed the matter of minority representation and she said that she believed that Martin County had fewer than 2% minorities and this would probably explain the lack of minority representation in the ABE Van Project as it is presently constituted.

This is a report of the interviews held in Bedford Site Van Project. This project is held in the Salvation Army Building--rather nice quarters.

Report of interview with V (former student), Bedford Site, March 7, 1980.

1. She replied that she had gotten into it through the Monroe County CAPS Program. She explained that she had some difficulty inasmuch as they had told her she had to apply for food stamps and she said she had never done it before and didn't choose to. This seemed like a somewhat long and involved process, which eventually wound up when she got over to apply for food stamps, she found out that she really didn't have to and she went back and was assigned to the ABE Project.

2. She took the usual tests when she was admitted and her ultimate aim was the GED, which she obtained. She presently is working in an office, on-the-job training, which will expire in January of 1981. She has high hopes of continuing some type of secretarial or clerical duties.

3. Her previous experience: she'd also worked as an aide in a Parkview Elementary School, and then she'd gone into the Van Project.

4. It took her approximately three months in the Van Project to bring her skills up to such a point that she passed the GED. She then enrolled at Oakland IVY Tech Center, attended there approximately nine months, was flunking shorthand, and withdrew voluntarily. Since that time, as previously stated, she has been working on on-the-job training in the VA office.

5. She felt that the major strengths of the program were that they moved at their own speed and she was quite complimentary.

6. She perceived the major weaknesses and areas of dissatisfaction as none. She said she'd really make no changes, and she then began to talk about her sister, who had entered the program with a chip on her shoulder and never did complete her GED requirements. She attributed this almost exclusively to her sister and her lack of understanding.

Report of interview with J (former student). Bedford site March 6, 1980.

1. When we asked her how she had found out about the program, she stated that she had gone through Manpower and she was told she should probably go to school. She is basically

classified as unsuccessful inasmuch as she did not complete her GED. When we talked about ways of finding out, she suggested that most people found out through word-of-mouth and the power of suggestion.

2. She had enrolled in the Manpower program in 1977. At that time it would appear that this was under Monroe County CAPS and she recalls the counselor's name as Hersner (Bob). She had hoped to obtain a GED. As she put it, she was thrown out on her ear because her time ran out and she considered it a "slap in the face." In discussing her background she was originally born and reared in France and came to this country after marriage--roughly estimated as in the mid-50's. She has two or three children; they are grown and she is divorced. She did appear, however, to be embittered toward beging cut off and feeling that she could no longer attend the program. She is not continuing study on her own. She had been enrolled for the full (apparently it was 26 weeks) when she was not renewed.

5. She perceived the major strengths of the program that she was able to talk with V She considered her quite sympathetic. She considered her very, very understanding of the problems she faced. Her background: she was an inspector at Essex. She was laid off since October and she is presently drawing unemployment.

6. Her basic dissatisfaction with the program seemed to center about the difficulty that she had had in being not renewed in the program or "expelled," as she put it.

8. She felt, as she said, "If you want help, this is it. There's nothing wrong with not knowing." Again, there appeared to be two different sides. She thought the program was great; she did not like the counseling that she had received through Monroe County CAPS.

Report of interview with M (student). Bedford site, March 7, 1980. She was a young lady approximately nineteen years of age, married, three children, ages 4, 3, and 2.

1. She learned about this from her brother. She then went down to ODC and was referred from there.

2. She gained admission to the program through the normal channels. She had quit school in the 6th grade.

3. She expects to take her GED in September and then go to Bloomington for their two-year program to become an LPN. She hopes to gain enrollment into the Bloomington LPN program. Her on-the-job training: she's presently working

at the Red Cross, finds it very, very satisfying.

4. She's been enrolled in the program approximately 5 months.

5. She says that she likes it and it certainly is helping a lot.

6. About the major weaknesses or areas of dissatisfaction, she didn't think there should be any changes in the program. She was extremely positive and she felt she was getting somewhere.

7. She believes her educational objectives are being attained inasmuch as she does need the GED as a minimum entry for application into the LPN program.

She likes everything that's being offered and she's being helped with her job in the program. One additional bit of information (and it may or may not be pertinent), her husband is also enrolled in the LPN program. He expects to begin training--not in the Bloomington program, but another program; but she is very, very positive. She said he was luckier than she was inasmuch as his OJT was as an orderly in the hospital and he had completed high school.

Report of interview with R (student). Bedford site, March 6, 1980. She quit high school at 15 when she was in the 8th grade at the time her mother died. She took care of the three children at home.

1. She had a cousin who went through it. As we discussed this, it came out that this was sometime ago. She had been in attendance two years ago. She came to class off and on. She felt at this time she is presently more motivated.

2. She stated she'd been tested again. She wasn't really sure how necessary this was. But if it was necessary, she had taken the tests.

3. Her eventual goal was to set up a day care center because she likes working with children.

4. She had only been enrolled in the program for two days, that is she had just returned, and completed her testing again. She felt that she wanted to make progress in math and she would begin her on-the-job training in May or June. She hoped to be assigned to the Lark Center, which was a day care center for retarded children.

5. The major strengths for her were the satisfaction or that

the program taught you what you wanted to know and she did state that math was her hardest subject.

6. She saw no changes as being necessary. Asked if she had seen any changes over two years, she said she didn't know of any changes in the program. She hoped she was changed.

8. She then discussed her background. She had worked in a day care center but she quit because she didn't like the way it was being managed and she felt that if she set up her own program, she could do a better job of managing her own. Background: In discussing her case with Vicki, she was not at all sure that either her reading or math level would come up to the attainment of the levels necessary to take the GED and successfully pass it.

Report of interview with T (student). Bedford site, March 6, 1980. Terry was a man of approximately 22 years of age.

1. He found out about it through a friend who saw it in the paper and told him that they were opening up a program.

2. He came directly from the ODC office, was given tests.

3. He hopes to get a GED and become a janitor. He was going to meet with his group counseling session tomorrow.

4. He'd been enrolled in the program approximately four weeks.

5. When asked about the major strengths, he thought this was a good place to work. They're just wonderful people because they were right there ready to help you out.

6. He saw no changes; just keep it the way it is.

8. At this point in the interview, Terry launched into somewhat of a diatribe. He stated that his "old man" had died. We got into his enlistment in the National Guard, which lasted for approximately ten days, and he was honorably discharged because of a stressful situation, which apparently revolved about his getting drunk on his 18th birthday and clobbering the Master Sergeant with a bar stool. When T and I began discussing this, it became almost a litany that he recited.

Report of interview held on the afternoon of March 6, 1980, at the LOW Office in Mitchell, Indiana, with two counselors, L[illegible] and D[illegible], plus their immediate supervisor, M[illegible].

1. The students attend an orientation session. There are referrals. We discussed the way in which the students then get information about the program. They get it on referrals. They may get it from other social agencies, word-of-mouth, newspaper advertising; and David Denny reported in Orange County on a nonregular basis they'd also done some discussion on the radio, public service announcements basically, public service programming really because it was discussions of the various aspects of the program. He did agree that this was on a nonregular basis. Students were admitted to the program, basically have orientation-counseling sessions, then discuss their barrier to employment, and then they make out the type of program they would like to go intoon employability sheets.

3. Basically, the group agreed that they really looked for employability; they want to see the students employed. The GED obviously couldn't be a very realistic goal in many cases, however, they felt that the GED might be secondary to employability or employment. It was also pointed out--we discussed at this time some of the factors affecting the mercurial nature of the enrollments (up and down). They pointed out that as employment became more readily available, enrollment in the ABE classes tended to decrease and then as seasonal employment decreased, the students might reenroll in the ABE program.

4. Students enrolled in the program--they felt it was open, but they used as their own round figure, 16 weeks, plus or minus a few. But they felt that with any kind of work from the student with the instructional staff they had, meaning V[illegible] and J[illegible], that the 16-week figure, four months, was fairly normal for attaining a GED if such was possible.

5. When asked about their perception of the major strengths, one of which was the assertiveness training they felt the confidence that the students got. Obviously, the GED. In Bedford they felt that if it weren't for the Adult Basic Ed program, they wouldn't have gotten it.

   We then talked about the kind of results that they were getting in vocational schools. They weren't really sure because no formalized follow-up study existed. They could cite individual cases, but no concrete data; it was strictly of an informal nature. They did have a tutoring specialist that was available in five counties. They weren't quite

sure if the position was necessary because of the Van Project. They did feel that occasionally students who wouldn't have come into the Van Project or needed additional help, got some help.

(Observation: When talking with V. _, I had seen the young man at Bedford earlier that morning, just in passing. V. _ implied somewhat that in her opinion this particular aspect had been somewhat less than successful.)

6. We talked about the major weaknesses. We got into the French Lick-Paoli situation, and it would appear to be a conflict inasmuch as you have an Adult Basic Education class presently operating in French Lick-Paoli under a different auspice and then you have the French Lick (Boden) program, which is taught by A. . And the enrollment in the French Lick area is down to one. Indeed, when I called to make an appointment with Ann, and I'm not visiting her until Tuesday in Morengo because she and I both agreed that it would probably be somewhat useless for me to come down and talk to one student on Monday.

Dave talked about this and he felt that the problem really revolved upon the difficulties having them close together with one site and then the other one close by. (More on Monday)

8. The other pertinent data developed during the interview basically when we talked about the declining enrollment. They felt that in this area this was caused to a great extent because of the changeover from Monroe County CAPS program into the present LEA which is through Vincennes-Jasper and B. . There had been forty participants in the Bedford area and then because of budget cuts they were told to stop enrolling people and then apparently money was found and they were told to start bringing people back in. But they felt thatthey were simply at a low point--it was sort of a bulging type thing and that the flow hadn't been evenly established. We then discussed the nature of the students who were moving in and out of the program. They took a very positive attitude on this matter because they felt that if you were moving students in and out that you really were doing what you were supposed to be doing and if they moved out into employment, this was very positive. They also felt that moving students out because they had attained the GED was another very positive mark for the Van Program.

They felt one of the strongest aspects of the program was Vicki as a teacher because of the high degree of individualization. They got the prescription--that is Vicki communicates with them through sending test scores and if she retests; and their feedback was that the students were getting a great deal of individual attention.

We then discussed the matter of location and sites and the fact it was free. They basically were of the opinion they'd have much less trouble if somebody could "turn loose some money" and they felt they could obtain sites relatively cheap, but they would get a degree of stability.

The other area we talked about was the need to open up the program to graduates on a need basis (brush-up). That is, even though the person might have attained their individual goals, that they should come back in for brush-up or whatever they need on a need basis, not just attaining a GED or even employability.

When we discussed the matter of placing these sites in the public school, they were very negative. They felt that the students had experienced difficulties already and this would be a negative factor to sending them. They felt that the classrooms not being in a school was very positive. We discussed the matter of enrolling what they chose to call "irregular people" in class--that is people not under their own CETA program. They thought this would be quite positive but they knew specifically, because of instructions from Brian Gregory, that this was prohibited.

They were a most cooperative group to talk to. I enjoyed the experience. Also found out that Linda Edwards, the one counselor, had worked as a teacher on the Van Project prior to Vicki.

Friday, March 7, 1980. Visited the ABE Van Project site in Brownstown. It is located on the 2nd floor of the Library building.

Report of interview with W[illegible] (student-Vietnamese). Brownstown site, March 7, 1980.

1. She stated that she had read about this program in the newspaper.

2. She gained admission to the program by being tested.

3. She wanted to learn English, and she felt right now that her educational objectives were being realized inasmuch as she was able to read a little. Other objectives--she wasn't quite sure.(Having some degree of difficulty understanding her. Would ask a question and try to go back and rephrase it so we could establish communication.)

4. She'd been enrolled in the program for approximately two months. She had no idea how long she would be continuing in it. She pointed out that she had been here for five years in this country last month--I presume February.

7. Her basic aim was to learn English and enjoyed what she was doing.

Report of interview with W (student). Brownstown site, March 7, 1980.

1. He'd seen a newspaper ad and he was interested because he was presently unemployed. He was laid off as a laborer in a factory.

2. He took the tests and was admitted through CETA in Seymour.

3. His ultimate aim is to obtain a GED, thereby being admitted to IVY Tech in Sellersburg, where he would like to pursue body mechanics.

4. He'd been enrolled in the program for approximately one month. His on-the-job training was maintenance, and he was performing maintenance in the schools.

5. He perceived the major strengths of the program inasmuch as they teach a lot, he had a chance for a GED, and could make up for what you lost.

6. He saw no major weaknesses in the program.

Report of interview with J (student). Brownstown site, March 7, 1980.

1. She had heard about this through the Human Services office at Seymour. She was from Columbus (IN) and her friends had told her to go to the Human Services Office in order to become more acquainted with the services available.

2. She took the test, she talked with the teacher, and she's being placed where she needed the most work.

3. Her ultimate aim is the GED. She says she wants more schooling. She'd like to go to Vincennes University. She's interested in horticulture because she liked to work with plants at home, and her eventual aim is to own her own flower shop.

4. She's been enrolled in this program for one month.

5. She felt that the major help she got was the fact that she could always get help with her math. She felt that they were building up her confidence in herself. She mentioned that she had paid $15 in Columbus to an Adult Basic Ed class and in her words "she got nothing."

to want to talk about why he took the time out. He simply said he came in and was out and how now he's back in.

3. He hopes to obtain his GED and he would like to become a diesel mechanic through IVY Tech.

4. He's been attending steadily since October through this March. He has six months, and he feels they told him he may have to take his GED because his eligibility is running out or he may be reassigned to school for another six months. he says he has a progress report coming up very shortly and this should be straightened out at that time.

5. He said he really liked the fact that the teachers take the trouble to help him out and that they're treating him well. He dropped out as a freshman in high school.

6. He felt the only thing that he was dissatisfied with was he felt they could give him smaller assignments because he felt that by the time he'd get his work assignment and everything, he didn't have much time to himself at night. His work assignment is that of working for the town on the road sweeping the parks, etc. He drives eight miles each way to get to school and his job.

7. He feels that he is attaining his educational objectives and he mentioned the evaluation every so often where they talk it over with the student, the teachers, and the counselor and he likes this because he says he knows where he's going and what he's doing.

Report of interview with A , guidance counselor for CETA project at Corydon site, March 12, 1980. I was interviewing in A 's office. She's a very pleasant young woman who appeared to be quite open with her responses.

1. We talked about how the CETA information was obtained by the students and she believed that most of it was word-of-mouth. They used to engage in newspaper and public service stories until apparently some time ago something unfavorable appeared. She also stated that she has to do some publicity releases. Now anything that she wishes to submit to the newspaper has to be cleared. She also mentioned the information that they got through B 's radio show, the student interviews, and similar types of informational activities.

2. The students tend to gain admission to the program through the typical channels where they come in and they have employment interviews, the interviews for their employability profile. It's a very standard procedure and they seem to

be adhereing to it quite well. She also mentioned that she did her assertiveness training and other job preparedness work with the students on the same days that they were in class in Corydon.

3. Most of the students who come into this program are using it for GED work and they are also using it for some brush-up work. If the student needs a particular type of help, particularly if they are planning to apply to one of the ivy Tech or other schools, she uses this to help them brush-up and get ready for the test. Most of the students are assigned to the program for the normal period of time, depending upon the assessment made, 16 weeks and renewable. They attempt to find job stations for the students so that they can also engage in work while attending school.

5. She was quite well pleased with the educational program she is getting from Ann (teacher) and her assistant, Vicki. She mentioned the progress report interviews between themselves and the students which they conduct. The teachers have a form prepared. One copy is given to the student, one copy is given to the guidance counselor, and one copy is retained by the teacher. They actually have a reporting conference with all four individuals being present and the information being openly shared. i had the "pleasure" of being permitted to sit in on three of these conferences which i will later go through in detail.

   She felt this was quite valuable. She believed the program was achieving its stated goals; she felt the students were achieving that which they needed to achieve and overall she has a high degree of satisfaction with the program.

6. Perceived weaknesses--she didn't really feel that there were too many weaknesses and basically expressed a high level of satisfaction. She said that the only thing that she wished is that she could have more time. (The West Baden program was closed down and Corydon now is operating three days a week, thus part of her desire to take care of this need has been met.)

Report of interview with D (former student). Corydon site, March 12, 1980.

1. She learned of the program through CETA.

2. She went through the usual testing procedures and then was assigned to the educational program. She had dropped out at the end of her 9th grade year in school.

3. She had obtained her GED. She was hoping to get more education so that she could go to college; however, at the time she was interviewed she had not yet enrolled; but she did state that she was intending to enroll later this year, (rather indefinite statement). It took her approximately one year to obtain her GED.

5. She felt that the major strength of the program was that it was highly individualized. She stated, "It was your choice what you chose to do, how hard you chose to work, and then you were in or out." She really saw no major weaknesses or something that she'd like to change. She said they really have good personnel and she liked the degree of individualization.

Report of interview with B (student). Corydon site, March 12, 1980.

1. She learned of the program through a friend.

2. She gained admission to the program through the usual CETA testing, after which she was assigned to the YAN program.

3. She hoped to attain a GED and get a job working with youngsters. Her present job assignment is working in a handicapped workshop and she described it as working with the people and helping them count their production.

4. She'd been enrolled in the program approximately six months. She had dropped out at the end of the 8th grade; she has two children; and her previous work experience was she had worked in factories and as a waitress in restaurants.

5. She perceived this program as being "easier because the teachers paid individual attention to you." She didn't care for the groups that were in the school when she dropped out. She continued to talk about the individual help that she was receiving.

6. Talking about her areas of dissatisfaction, she felt that room in which she was studying was crowded and then she mentioned that they had brought in six new people today, which indeed was the case.

8. She particularly liked the way in which the progress reports were given because "It gave you a chance to talk things over."

Report of interview with B (2) (student). Corydon site, March 12, 1980.

1. She learned about the program through A . and a cousin of a cousin. The cousin of a cousin told her to come in and see A ., which she did. She then became enrolled in the program.

2. She took the usual tests and counseling.

3. Her ultimate objective is the GED and she wasn't sure about vocational school. She was very indefinite.

4. She'd been enrolled in the program for six months. She had dropped out at the end of her 11th grade year, which was 13 years ago. She commuted 16 miles each way to get to school and she has a daughter who is ten years of age.

5. She thought that the major area of satisfaction with the program was that it helped you express yourself and it gave you a great deal of self-confidence. She appeared quite at ease and very self-confident during the interview. She felt that she had always been rather unsure of herself until she enrolled in the program and she said that the people there really made her believe in herself.

6. The only area of dissatisfaction--she really couldn't think of one--but then she said maybe they really ought to screen some people more carefully before they admitted them into the program. When we discussed this, it would appear that she was having a problem with a few people sitting around her. She perceived these persons as having problems and should have been screened out.

7. She did believe her educational objectives were being met and she said she learned an "awful lot."

8. She was another student who again spoke very positively of the progress report interviews. She felt that this was very good and she felt that because of her progress interview she had a very, very firm grip on her educational program and had an idea of what she had done and where she was going.

Report of interview with C (student). Corydon site, March 12, 1980.

1. Carl stated that he had heard of the program from a friend and then he just walked into the office.

2. He stated that he had taken the usual series of tests.

3. He said he came in because he said it was something he didn't learn and he wanted to do a better job. His ultimate objective is to be a welder, which training he hopes to attain through IVY Tech.

4. He's been enrolled in the program for six months. He had dropped out of school at the end of 7th grade. He travelled a total of 17 miles each way to work. Later in talking with Carl and the teacher, A , the joke was that during one of the snowstorms last winter Carl had driven in, and apparently he turned his car completely around. Ann was not able to make it to class that day, but Carl had been there.

6. Carl really didn't have any perception of anything he didn't think was alright. He had a high degree of satisfaction with the program.

Report of interview with R . (student). Corydon site, March 12, 1980.

1. He learned of the program through a friend.

2. He took the usual series of tests.

3. His ultimate objective was to attain a GED

4. He had been enrolled in the program for three months.

5. He felt it was a good program for someone who wanted to help himself and he felt that it was particularly good for him because he did want to help himself. He had a heart condition. He had been a manual laborer all of his life; he's in his late 40's and had open-heart surgery and now he's attending school and doing his recuperative walking. He will be unable to do manual labor for the rest of his life; therefore, he felt it was serving a need both to aid him and further train himself with another occupation less strenuous than manual labor; but in addition it was having a degree of therapeutic value because it kept him busy. He mentioned at this time that his doctor had told him that since he had enrolled in the program, he had shown much better signs of recovery and it apparently had therapeutic value.

Note: The following three interviews are reports of the progress report interviews which I was privileged to sit in on during the latter part of the morning of March 12, 1980 at the Corydon site. Present at those conferences were: counselor A , the teacher A , and the assistant M. . The first interview was with G . It was her first progress report. She seemed somewhat concerned at first when she walked in, joking about coming to her own execution. When she received her progress report, the written form, and she looked it over (and it was standard procedure to hand these to the students and give them an opportunity to read them before any discussion), you could see the relief vividly show on her face. She was told she was making very good progress. She had to continue her reading skills development in order to help to do whatever you want to pursue. The counselor brought in that she was considering a program in retail merchandising and that she needed to work in reading. They were prepared to start career exploration activities about the middle of April with this particular individual. She was then told that they would have another progress report in six weeks to two months at which time they would all have more information and she was urged to continue with career exploration activities.

The next interview was with C , whom I had previously interviewed and C 's first remark was sort of off-hand, "Here's the firing squad!" and then he was handed his progress report.

The counselor explained that he was progressing adequately in reading and he was showing a lot of progress based upon his retest. They then explained to him the way in which test and retest were given and the reason for this was so that they could see how he was doing. C again talked about the welding program at IVY Tech and they discussed his goals with the teachers and Carl both participating very actively.

M then contributed C 's perceptions of some of the conversations. C had mentioned that the room was a little noisy. And M brought in the fact that Carl seemed to be moving with the girls, which C was laughing at himself also and said, well, that probably wasn't as important as he thought it was.

Carl is also working toward getting his dental work completed and, if necessary, takes time out from class because when he enrolls at IVY Tech, he doesn't want anything to stand in the way of his attendance because he doesn't want to make a bad impression. He really wants to do well in the welding course. C also wanted to know how he was progressing toward taking the GED, and he was told that his progress was satisfactory. His attendance is perfect and they then laughed again about C getting to class when no one else could.

The final report at this conference was with B . At that time I asked about the typing--did they nave typing services available?--Ann said no, she had typed these up and apparently occasionally Mich types them up too. They asked her how she was doing, and she realized after looking at her folder that she's not a GED student. She's very, very interested in getting a job. She has applied in Louisville; she's had four interviews; there were seven persons for one job; she was told she finished second, but she did not get the job.

B has not discussed the employment possibility with the counselor for on-the-job training as yet. She would like a job in an office. She's interested in becoming an inventory filer or general officer worker. She has a maimed foot. They had discussed the possibilities of her working with Vocational Rehab and the Vocational Rehab person was supposed to contact her but hadn't as yet. The counselor stated that she would get right on it and see what had happened.

P mentioned that she had trouble concentrating on her studies at home. She has a good attendance record with the exception of one time; she had car trouble which interfered with her getting to class. The counselor told her that she should always come in to let her know when she was having trouble. The teachers reinforced this again. And P came back and said she was going to continue to go on job interviews, which they encouraged her to do. And they felt that they would see what they could do to try and help her with job readiness and additional work experience.

APPENDIX C

SUMMARIES OF INTERVIEWS WITH PERSONS INTERVIEWED IN THE UPPER WABASH CONTRACT AREA OF THE MOBILE VAN PROJECT SITES

Interviews conducted March 4, 5, 6, 7, 1980
by Joseph A. Rueff

A report of the interviews conducted on March 4, 1980 with directors, coordinators, curriculum specialists, counselors, teachers, and students in the Bluffton-Huntington ABE Mobile VAN Project.

Today I conducted eight interview sessions in the Bluffton-Huntington area. The following persons were contacted: a) B , Director, Bluffton ODC and J , Curriculum Specialist for the region covered by the Bluffton operation; b) F , ABE Mobile VAN Project teacher in Bluffton, Huntington and Wabash; c) S. , L. , R , J , and I , all Bluffton ABE students; d) B , Employment Specialist in the Bluffton ODC; e) F , teacher in the Bluffton ABE Project; f) K , P , and R , students in the Huntington ABE Project; g) L , Huntington ABE aide; h) P , counselor, and T , Employment and Training Specialist in the Huntington ODC office.

Rather than attempt to summarize the reports--or summarize the interviews of each of these above--I am going to synthesize the comments as they relate to each of the eight questions that have been outlined on our interview sheets. Before doing this, however, I think it would be a good idea for me to report an overview of how the Bluffton-Huntington ABE Mobile VAN Program works.

The operation of this program is rather complicated. Essentially, the Mobile VAN transports from the Upper Wabash Vocational School materials, a teacher and teacher-aide to Huntington, and the same teacher to Bluffton. While Bluffton has an ABE program beginning on its own, it is heavily dependent upon the services of Mrs. W to operate the program and provide background necessary both for its local ABE and for the work done through the Mobile VAN aspect.

The Bluffton area ODC also provides vans from other counties in the area to service the ABE program to a certain degree. As a matter of background, the ABE program with the Bluffton ODC office services a five-county area: Wells, Huntington, Jay, Randolph and Steuben. Steuben County receives very few services since it is not contiguous to the other counties. Consequently, there are no ABE students from there enrolled in

these programs. Randolph County has its own Mobile VAN program operated by the Department of Public Instruction, which approximates the kind of program that I had envisioned the Mobile Van Project incorporating. By that I mean a van serves as a mobile classroom and circulates within Randolph County. This is not the case in the other counties. In the other counties the materials and the teachers are brought to a central site, either to the classroom setting in Bluffton or to the Huntington Public Library, which serves as a classroom site in Huntington.

The program is further complicated because there are two government agencies servicing the ABE students. Mrs. W 's program, as I mentioned earlier, is an outgrowth from, or an extension of the Upper Wabash program in that materials come from there. She also has students who do not qualify for CETA funding involved in her program. She is paid, however, through the Upper Wabash Valley program by, I believe, the Wabash School system. However, her aide is paid through the CETA operation.

In Bluffton there is a building which has a classroom site and certain other related offices. It also has a work experience area which services clients who have work related problems--either emotional or porblems related to limited mental capacities. Some--in fact I would judge many--of the ABE students in Bluffton are also a part of the work experience program. In Huntington, the program located in the Public Library is using one of the regular wings of the rather old library facility. It is located out in the open, and this has certain disadvantages which I will discuss later. I do understand from talking with the two people in the Huntington ODC office, however, that some of the ABE students who attend additional sessions meet in the ODC office in the mornings. The program at the Library is in the afternoon.

Both Bluffton and Huntington programs meet for just two days a week. Students are expected to do an amount of independent study outside of the regular classroom situation.

1. Students learn or are informed of the ABE program through three major means. One is that Mrs. W . . publicizes the program to a certain degree in local newspapers, especially the Huntington area. Secondly, there are many referrals from the ODC offices and other such agencies such as the Unemployment Office and the Welfare Office. Third, and most important, is through word-of-mouth. All of the persons I interviewed, whether they be students or staff members, agreed that the most important aspect of publicity was from persons telling others.

There are certain deficiencies in these methods which I think should be remedied. First of all, there is little attempt by the ODC personnel to publicize the ABE program directly, either on radio or television spots, or in newspaper ads. When the programs are advertised, they are included in the general cluster of all of the different programs offered through the CETA program. Consequently, there are many people in the communities who do not have word of the program and the potential that it has to serve their needs. This was admitted by staff members and was emphasized very, very strongly by students. The students particularly feel a much stronger effort should bemade to publicize the program.

2. Students are admitted to the official ODC part of the program by CETA. Students must meet certain financial requirements and certain needs that are assessed through testing and interviews by the counselors in the ODC offices before they are eligible for CETA funding. There are students in the program, as I mentioned above, that are not funded through CETA, but who pay their own way. CETA people give general tests to the students with respect to aptitude areas and on the basis of these tests determine whether they feel there is a need for students being admitted to the ABE classes. Then the CETA staff determines whether the candidates are financially eligible. As I mentioned above, many of the students in Bluffton are involved in the work experience program as well and part of their obligation is to take part in the ABE project to upgrade their skills in reading and math proficiency.

3. The ABE Project is extremely individualized. Goals and programs are developed both on the basis of tests and recommendations from the counselors in the ODC offices and on the basis of reading and math skill tests that are given to the students upon their entrance into the ABE classroom. These tests use the standard grade equivalency scores to assess where the students are. Once these determinations are made then a program is mapped out for the student. The range of students in the program is phenomenal. I interviewed two individuals who are reading at a second grade level or below. I also interviewed persons going for GEDs, and students who had graduated from high school and were taking special work to upgrade special skill areas, such as in science, so that they would be better prepared to enter college in Fort Wayne. Very frankly, I did not realize that the ABE programs are set up to deal with the kinds of skill development necessary for this higher level student. All of the students I interviewed and all of the staff members stated that they felt very positive with respect to realistic goals being established for the students.

It then becomes the responsibility of the students with guidance from teachers, teacher aides, and counselors to work toward those goals.

4. There is no set limit on the period of time that the students are enrolled in the program. Most of those I talked to felt that that program would be a three to four month effort. In some cases obviously it will be longer when there are specific low level skills that have to be attained. One of the problems that was mentioned by staff persons in both Bluffton and Huntington is that federal guidelines restrict training for any student to a total of 104 weeks. Even though these students attend class only two days a week, the two days count for a week's period. Consequently, the longer students stay in the ABE program, the less time they can spend after "graduating" from ABE in further vocational training under CETA direction. Thislimitation the staff members felt would jeopardize some of the students. It was also a concern of both students and many of the staff members that they are allowed to have just two days a week in class. Some of the students attend class for a full day. Many of them, however, attend just two and one-half hours a day and are involved in some sort of work experience program otherwise.

   Mrs. W. felt that the Peru-Wabash offering of three days a week would be an improvement. Most of the staff members did not feel that a five-day a week program was necessary. They felt that for adults such as these clients it is best to put them on a basis where they have a responsibility for their own success. This means outside home work. Many of the students, however, felt that they would have benefited from a longer program since some of them admitted that they did little work outside of the classroom situation. This seemed to vary. Those older students and the ones who had definite goals in mind, such as going to college, or into specific vocational training, seemed to be willing to spend much more time out of class than those who were just moving toward a less specific goal, such as attaining a GED.

5. Ms. S and Ms. K cited the transportation factor as being a major strength. The ability to transport materils and teacher both into the Huntington and Bluffton areas, which they felt did not have sufficient clients to offer full-time ABE programs on their own, means that persons in these areas are being serviced who would not be serviced otherwise. Teachers and many of the students felt the strengths of the program rested with the degree of responsibility being given to the clients. Persons moving into new work experiences are going to have to accept individual responsibility, and Mrs. W. cited that this was excellent training for that type of role. The movement of the teacher from site to site also provides a mobility

of outstanding persons that would in all likelihood not be available otherwise.

Other students and staff members felt that the individualized instruction and the ability of teachers to work with students in a one-to-one environment were major factors in helping these students achieve their goals. The students reiterated over and over again how much different this was from the formal school environment from which they had come and in which they had had little success.

Many also spoke very highly of the teaching staff. They felt that the teachers were doing an excellent job with them.

6. There are several problems that evidenced during my interviews. Although I had mentioned above that transportation was a major strength with respect to getting the materials to the sites, getting a teacher to the sites, and getting some students from counties adjacent to Wells County into the program, Ms. S still said that transportation is a limitation in attracting students. This program does not reach what I had envisioned as being its main clientele, namely the rural, poverty stricken. People who live distances from communities and who have difficulty getting transportation into the community either to get an ODC van or to get to the ABE site are not being served. All of the persons I talked with admitted that this was a problem. Another problem revolves around the limitations of day care. I understand that there are not funds for day care for children of participants. There are also few such facilities in these communities. If the program is to reach a truly broad-based clientele, transportation and day care facilities should be enlarged.

There were some other problems that surfaced. I mentioned above the limitations of the program running just two days a week in Bluffton and Huntington rather than the three day a week program that exists in Wabash and Peru. In Bluffton the students felt that there needed to be more materials for the low level student. Sutdents also complained that they also did not have history or science materials when they prepared for the GED. In talking further with Ms. K , however, she said this should not be a real limitation, since both history and science areas are based upon reading proficiency and not upon prior knowledge of either of these subjects. She did agree, however, from the standpoint of security for the students entering the GED testing program, it would be a good idea to have materials that they could review ahead of time.

Students in Huntington were also concerned that they could not complete their training if they worked during the day. In talking with the staff at the ODC office, I did find, however, that there is an ABE program that runs in the evening at the Huntington High School. Perhaps the students were either not aware of this or did not feel that they wanted to take part in a more formal school environment.

The final weakness is geared to the program in Huntington. The students complained about the lack of privacy in the library setting. To be housed out in the open with the public free to wander in and out of the area to obtain books and other reading matter seems to be unnecessary. There are rooms available in the library and I was not able to ascertain why the program could not be housed in some other room. The main problem might be the physically handicaps that some of the students have since these rooms are on the second floor.

7. My feelings from talking with the students and with the staff members is that for the most part the groups are very positive that the educational objectives that have been set forth are being met. As I stated above, these classes are highly individualized. Consequently, each student is working on a program based upon goals that have been set cooperatively between the instructor and that student. Since they are involved in skill development areas, such as reading and math, it is rather easy for them to see whether or not they are indeed making progress. Even those students who are at the very lowest level felt that they are gaining a great deal through the program. I did query the office staff with respect to whether or not there were students who come into the program simply to obtain the money and do a little work. They admitted that there were some but that they are terminated as soon as the decision is made between the instructor and the ODC staff that the students are simply showing no progress. Normally I would judge this is a period of maybe three months or so.

8. There are several things that should be stressed in this section.

   First of all, according to B ., they are now accepting students for ABE with much lower skill levels than had been previously undertaken in their program. ABE for many years they generalized, was preparing students specifically to go on to vocational training of some sort, an upgrading of basic skills to prepare them to move into the Fort Wayne Center or even to go on to college. That is no longer true. Although many of the students do fall into this category, there are more and more students who

come in with basic deficiencies in reading and math. As I stated above, the general concensus of the students particularly was that not enough of these people are being reached because of a lack of publicity. The program operation seems to be very good but the number of students could be increased dramatically, at least so say the student members, if word could get to people and if other problems of people attending the ABE classes could be worked out.

Mrs. W. filled me in on a great deal of the background of this program. She stated, and this is something I did not realize before, that the general idea of the Mobile VAN Projects were to provide the services to a particular community until that community could obtain sufficient numbers of students to provide an independent program. In other words, the VAN Projects are interim projects to get programs in communities off the ground and get the word around with respect to the successes of students as a result of the program and not to be a permanent project themselves.

I stated to Mrs. W. that I had the idea that the Mobile VAN Program would be a Mobile classroom concept. She said that although this is being used still in Randolph County, this kind of program is too expensive for general use and had serious limitations on the number of students that it can serve. She felt the kind of program where you bring the teacher and the materials from a place such as Wabash into a community where there is no program going, such as was the case in Huntington or Bluffton, to get the program going until it creates its own momentum, shift the program to the local ODC and get it to be a self-contained program should be the objective of these projects.

Mrs. W. also felt that the VAN gives ABE the flexibility that it needs. Through this kind of program the teacher and the materials can go where the need exists. There is no reason why it has to be tied down to a specific site if there is a greater need for it in some other location.

I feel that the above comments were given with utmost candor. I feel that people expressed themselves openly and I did not feel at any time that they were holding back. One of the questions that was not answered as completely as I would have liked was with respect to the employability of the people once they complete the programs. I feel the data was simply not available for supportive evidence. The counseling staffs and other staff members in general stated that they are successful in placing people after they complete whatever the ABE project is that they happen to be developing. However, in a period of recession, there are more difficulties. I do not have any data to back up those claims. This might be something that we should look into to see what the employability percentage record actually is.

Report of interviews conducted at the Peru-Wabash site, March 5, 6 and 7, 1980.

Today I had extensive interviews with C[illegible], Counselor for the ODC Center in Peru, and with A[illegible], and P[illegible] of the ODC in Wabash. Ms. H[illegible] is ODC County Representative and Ms. M[illegible] is staff counselor. Because the interviews take on a different approach than the ones yesterday, I will treat each one separately and deal with the comments that were developed by the individuals in the respective interviews.

1. In Peru word-of-mouth is the main source of publicity today. Initially, there was publicity through a multi-media campaign, even going into taverns and talking with potential clients. Mr. A[illegible] feels that, as was the case in Bluffton and Huntington yesterday, the rural persons are not being reached through the publicity available

2. First of all, they must meet the qualifications of CETA. Mr. A[illegible] stated (this is different than the interpretations I received in previous interviews) that there is no test given before students are assigned to the ABE classes. He stated that this was a policy handed down from the State and he admits that the system is presently haphazard. Students are assigned, given the approximate number of hours necessary to complete work and then are tested once into the ABE program.

3. As in all of the other cases this is a highly individualized program. However, most of the students are headed toward the GED. Mr. A[illegible] stated that the Peru Center has taken pride in its GED graduates over the years. Peru is just starting the APL program from the state. Mr. A[illegible] hopes that this will be of help to those students who are at the lower levels. At present he is not optimistic that they are meeting the real needs of those kinds of students.

4. On the average of 13 hours per week and approximately 15-20 weeks (four to five months) is the time for completion of work. On top of this there is an attendance policy at Peru. If the students have two unexcused absences, they are excluded from the program for one week. He feels this has done a lot to keep students on the ball and attending classes. They have made a concertive effort with individual counseling for those who might be considered "deadbeats." They go farther than any of the other centers with whom I have discussed this problem. When the teacher states that there is a problem, the teacher, counselor, and student get together and Mr. A[illegible] determines a deadline by which time the student should have his or her work completed. He states that getting this deadline usually works as an impetus to those students to get on the stick.

5. Personnel--the instructors--was the topmost strength Mr. A . cited. Secondly, the image that the program has developed over the years. Evidently this has given it a very positive position in the community.

6. 1) At the present time the facilities would be utmost priority. The class will be moving into new facilities within two weeks, however. So that this should not be a problem for long. Secondly, personnel and materials they have available are not able to do the job that Mr. Allmon feels should be done with the nonreader. Again, this is a problem we have ascertained before, that it is difficult working with those persons with very low-level skills.

   Third, there is the problem of lack of day care centers for persons who might be attracted to the program.

7. In the area of those going towards the GED, Mr. A feels the program is terrific. For about ten percent of the forty presently enrolled he feels the program does not meet the necessary objectives.

8. Mr. A . stated that their program had a unique job-readiness counseling project involved. This is a group counseling program to develop self-esteem among the students. For approximately two weeks before students are placed into on-the-job programs they go through what are almost "encounter" sessions. As a result, he said, it is amazing to see the development of communication and development of more positive attitudes on the part of the individuals. He feels that this program is exceptionally worthwhile.

   Another problem is that there are presently six or seven non-clients among the forty persons involved in the Miami County program. There is no priority given even if the classes are full. Consequently, there may be CETA eligible students who are not getting into the program because the program is full. He feels that an expansion of the program is necessary in order to meet the needs of all of these people.

   Mr. A also suggested some possibilities for improvement of the program. First, he suggested the possibility of canvassing rural people, even on a door-to-door basis. This system could be patterned after one that he used with students while director of counseling at North Miami High School. In this way the program could be publicized throughout the county in rural areas and possibly attract many more of these people than it does at the present time.

   Secondly, provide day care aide. Third, provide additional

transportation facilities. Possibly, the Mobile VAN could be used for this purpose once the Peru Center becomes permanently based with its own staff.

One difference between the Peru operation and the Huntington operation is that at Peru materials are stored in the ODC office. Consequently, it is not necessary for the staff people who come from Wabash to bring materials with them. The materials are on file, readily available at Peru.

The interview with the Wabash staff persons will follow:

1. Referrals are made by many of the agencies in the community to the ODC. Probably most important, as in all centers, is word-of-mouth. Both Ms. H. . and Ms. M... stated that they felt they were reaching rural people in Wabash County. This is different than the answer I have received in other centers.

2. First, students have to qualify as being eligible by ODC guidelines. These guidelines are based upon income and weeks unemployed. Once this has been established they then go through a counseling program with respect to their employability. This involves interest and aptitude tests as well as interviews, and if they are deemed ABE potential students, they are sent to the ABE program at the Upper Wabash Career Center.

3. As in the other centers, the ABE program involves three different levels. One, there is the low-level student who lacks normal reading and communications and mathematics skills. Two, there are students going towards GEDs. Three, there are students brushing up on certain skill levels. These in all probability have received a high school diploma. Both persons said that the preponderance of students were in the last two categories. They do not have very many students in the low level areas. They were somewhat reticent to admit that there were a lot of people out there with the low levels who would come into the program if the program were published to a greater degree.

4. Ms. H stated six months, an estimated figure, is longer than that given by other centers.

5. First was the individualized approach given by instructors to meet the individual needs of the students. Second was the open structure of the Center. The schedule can fit the student, rather than the student having to fit the schedule. Students must attend certain hours per week. But they agree with their instructors when those hours will be. They can

fall between 11 a.m. and 9:30 p.m. on Monday and Wednesday, or between 8 and 11 a.m. on Friday. This allows a great deal of flexibility. Students do not have to go into a "set period type" program.

6. First, would be transportation. This is extremely-- there seems to be extreme limitation on attracting persons. The second would be the day care problem.

7. In most cases both persons felt that students were moving toward their objectives, usually toward the GED. Ms. M was somewhat reluctant to state that students should be told that they cannot attain a GED. She feels that this becomes a prestige factor, that the students are moving in this direction and they should be encouraged to do so, even though they may have low level skills.

8. The persons both stated that they felt there should be more instructional time for the students than the present number of hours per week. Secondly, there needs to be more staff. At the present time, the program is at its maximum enrollment. This is one reason that there has not been more publicity. Without additional staff it is impossible for the instructors to work on an individualized basis with the students.

Finally, I feel this project should try to obtain some hard data regarding the employment records of persons who have gone through the regular ABE programs in standard sites and compare those records with the records of students who have gone through the program in the Mobile VAN Program. I have not been able to obtain that type of data within these interviews. I feel that this would give the total report a degree of creditability which now is based strictly upon the interview approach.

I feel that if this data could be obtained, and it should be available within the records of the CETA offices, it would strengthen the total report considerably. Certainly, if students going through the two-day a week program in the Bluffton-Huntington area are being employed and finding an employment success rate equal to that of students in places where there are full-time ABE programs then it seems to me there would be little justification on the part of the federal government to support broader programs. After all, the bottom line of this type of training is employability. It is not a general educational program as one would find in the regular public school or in a continuing education environment.

Report of interview with . M . ., Director, Upper Wabash Career Center.

Mr. M . and I had a long conversation regarding the role of the Upper Wabash Career Center and the operation of the program, and especially regarding some of the particular problems of the administration of such a program. I did not use the format of outlined questions because Mr. Morrison is not directly involved in these kinds of decisions.

One of the first concerns is that of the multiplicity and the conflicting roles played by the IOOD program DPI. Programs such as this one involve many different aspects of funding and consequently there not only may be an overlap and conflict within policy making procedures, but problems of cost accounting because the facilities such as the Upper Wabash Career Center are dealing with different agencies. For example, . W. and . R. , teachers in the Mobile VAN Project, are paid through ODC funds which go to the Department of Public Instruction and then flow back to the Upper Wabash Center. K , aide in the program, is paid from federal ABE funds through DPI. This type of funding procedure not only is confusing to a person from outside the program, but results in duplication of accounting procedures. This makes school systems reluctant in taking over such programs.

Mr. M stated that it costs actual dollars for corporations to get involved in programs such as this because the accounting procedures are much greater than for normal DPI programs. The operation of the Career Center involves a regular budget of about $900,00C, Mr. M . said. An additional $200,000 to $300,000 comes through special programs and projects such as the Mobile VAN Project. He reiterated that the amount of paper work involved in the accounting reports involved in a program such as ABE is as great as the total accounting procedure for the rest of the Career Center activities. As a result of this, there is a reluctance on the part of LEAs to get involved. Many of them don't have staffs that can take on this kind of a procedure without it costing the local school corporation. That is just one of the problems involved.

Other problems--differences in policies, differences in perspective and things which are simply headaches for the administrator. It is too bad that there cannot be a more general program procedure and accounting procedure established that would be suitable for school systems and encourage systems to get involved with this type of an operation. Mr. M was not in anyway negative about the work going on. He was not negative about the purposes of the ODCs. He was concerned, however, because even though certain procedures have been established to try and overcome some of these both within DPI

and between the IOOD and DPI, there still were problems that inhibit the growth of programs such as ABE.

Local problems involve a number of aspects, some of which are being overcome. For example, the moving of the program to a three-day, rather than a two-day a week program has enabled the program to overcome some of the problems involved with students not getting sufficient help. This, as may be remembered, is one of the problems existing in the Huntington-Bluffton area. It seems that the three-day a week program is moving at a much better rate than those where students are only involved two days a week. In the Bluffton area there was a problem with respect to whether or not W 's program was going to be challenged by new personnel in the Bluffton ODC. When Jeanette Kamm came on the program there was some conflict. Part of this was due to a lack of communication. I do feel that these problems have been worked out generally well, so that now Fran does not feel a conflict with persons within the Bluffton program. However, since the Bluffton area is outside of the regular boundaries of the Upper Wabash Career Center, this program is still looked upon by the Career Center as being somewhat outside the jurisdiction and more of a favor being done by its operation than a viable part of the Career Center's operation. This may be one reason why Bluffton is trying to move rapidly to get its own program established.

Another problem that develops with the VAN is the scheduling of the VAN itself. Running the VAN to Peru as the Peru program grew and as the program tries to provide for additional hours for students has developed a conflict with the VAN being used in the Huntington-Bluffton area. As a result, I understand from a conversation with Mr. M that at times R drives her own car to Peru. This may be one reason also why Peru has materials available in its own file rather than counting on the VAN to deliver those materials continually from the Wabash Center.

Because of the growth of the Peru Center I understand that Peru is going to get an aide of its own to help with the staff problems. This is a real problem as Ms. R attempts to service the clients on an individual basis within a class structure that contains as many as 35 persons at a time.

Report of interviews with B , P and P , students in the Wabash program. In the case of the students, I followed the format of the regular questions, so I will document these at this time.

1. The Employment Security Division, the Welfare Department and the ODC office, as well as word-of-mouth are the major ways the program is publicized to others.

2. In each case students first were determined to be qualified in terms of their being unemployed and having total income levels that were low. As one student, K[illegible], said, "I had to demonstrate by my bills where my income was going." After it was determined that the students did qualify from the standpoint of income they were given a battery of tests, interests tests and others and then slotted into the ABE program. Once in the program students took achievement tests which determined the level at which they were performing.

3. All answered they are working toward the GED.

4. They varied from two and one-half months for [illegible] to five months for [illegible] and six months for [illegible]. Each mentioned the structure they were following allows them to meet the requirement of 13 hours per week in the program, but allows them to set her own schedule within the very broad time frame that is available at the Wabash Center.

5. All mentioned the teachers and the counselors. In fact, it seems that they have a very close attachment to the teachers and counselors and look upon them as very excellent in meeting their needs.

6. One would have to be considered--too many students for the staff to work with individually. 2) This may seem petty, but nevertheless one that was brought up; the students are not able to smoke during regular class time, although they can smoke on breaks. Students mentioned that just about every student does smoke in the program, so they felt as long as they were able to smoke during the break time, there should not be a restriction while they are working during the regular sessions.

7. In each the answer was yes. In the case of [illegible], once she gets her GED, she hopes to enter X-ray Technician courses if she can find a school within a reasonable distance. In [illegible]'s case she hopes to go to Kokomo and train for LPN. In the case of K[illegible], she has not made plans beyond the GED because of family problems at home. All of the students have gone through a Job Readiness counseling procedure, which is, as mentioned yesterday, a program of intense values clarification developed through group counseling procedures. All of them felt very, very positive with respect to this program.

8. They all stated that the program needs more publicity. Even though it is presently at maximum load, the students felt there were many others in the community who could be serviced through this type of program.

Report of interview with [redacted], Educational Specialist for the six-county Area B.

K[redacted] is the most knowledgeable person I have dealt with regarding ABE programs. Consequently, there are a number of things that she stated that should impact upon the overall report. Ms. E[redacted] was involved from the beginning with respect to the Mobile Van Projects. She has worked with the State on the establishment of both Mobile VAN Programs and other Centers, knows a great deal about the curriculum background utilized in the programs and I found, in general, to be the most knowledgeable person with respect to the operation of these, both in this area and statewide. Consequently, I suggest strongly that if we need additional input, K[redacted] would be an excellent person to contact. I think it would be a valuable insight to go through the general eight-question segment.

1. K[redacted] also stated that word-of-mouth is the major way. She feels that there should bemuch more publicity in all of the ABE areas and that priority should be given to publicizing to the lower level people, that is those who can benefit from the programs to improve basic reading and math skills. At the present time, much attention is being given to students moving toward the GED, rather than those persons who are really in need of some basic skill development. We discussed possible ways and I reiterated the suggestion that [redacted] had given yesterday. K[redacted] said the possibility of utilizing a VISTA person for a program such as this might be something to be looked at where contacts can be made through the VISTA person on a door to door basis. She has utilized VISTA people in Plymouth and suggested that Plymouth is an excellent example of a program that had grown from relatively nothing to where today 40-60 people are involved. She also utilized Plymouth as an example of some of the problems of attempting to get the LEA to take over responsibilities, but more about that later.

2. We did not go into much discussion on this as K[redacted] simply reiterated what the others had stated.

3. K[redacted] mentioned that the Wabash site is becoming a pilot for the adult performance level program, the APL, as it is called. And this may help deal with the problems of work with the lower level student. She feels that we have a big need here that is not being met at the present time.

4. K[redacted] reiterated that she was very emphatic that the local VAN programs in Wabash and Peru be extended from the original nine hours to the 13 hour program that is now involved. She feels that this is essential and particularly important

as we move toward providing more for the lower level students. We have to have more on-time contact. One cannot expect students who have reading problems to do a great deal of work on their own outside of the class setting. They need the contact with the staff members.

5. Here I think K. ... has stated that the Mobile VAN is a means of getting the program off the ground. She wants to see the programs taken over ultimately by local LEAs and local ABE centers be established in the communities.

6. Transportation for the persons certainly is No. 1. It is a major weakness. No. 2 is the fact that she felt the Mobile VAN Project was "bought by the state by looking at the surface of the program and not at the depth of the program as it was developed by Vincennes University." The Vincennes curriculum is one of the highly programmed sort of curriculum and is intended to be done on an individual basis with little outside help. While K. . doesn't particularly buy this program as being what low level students need, she stated that when the state took over the Mobile VAN concept they did not provide for the background leadership to implement the Vincennes curriculum, but rather allowed the vans to take on the normal ABE curriculum materials which she feels were not suited to this type of program. She feels that there is a definite need for more materials that meet the need of the lower level student.

7. K. stated that she did not believe that the needs of the lower level students are being met at the present time. She feels better programs are necessary for them. Perhaps, she stated, the APL will serve as a stimulus in this area.

8. K. had several comments here. First of all, this program needs more aides in training if it is to increase. She has developed a procedure that has trained clients to help as tutors in the program. Through this means, persons who themselves are working in the program, perhaps toward a GED, are able to work with students of lower level skills and help them with their training. I understand that they get paid for this additional work. Certainly this has potential. K. ... further reiterated that the VAN concept that was developed in Vincennes was intended to go into very small community areas and to brong the program to the people out in the rural areas. This is not the perception that is part of the program today. She feels that perhaps the vans could be utilized more effectively as mini-buses to transport people to the centers rather than to take the materials to other major communities such as county seats.

All of these statements, however, should be qualified by K. .'s statement that she feels the program in the Wabash area is the best of the four programs, at least as far as she has heard. Other programs do not have the coordination and the administrative support that this program has. Consequently, she has felt that there is a real lack of direction elsewhere.

The P. . case study would be a good one to follow with respect to some of the problems of trying to move from a Van operated program to an LEA centered program. Originally Plymouth was served by a van from Portage. When K. . came on the job and saw this program underway, she could see it was not cost effective. It also could not serve the real needs of the people because of its very limited schedule. Consequently, she moved to set up a local program in the Plymouth area. Originally this was done with the help of the ODC. Several problems arose in trying to transfer the program over to the school system. I will not here try to go into all of these except to say that there was a reluctance on the part of many people in the school system to assume this responsibility. There is, as I mentioned earlier, the problem of administrators having too many responsibilities within these smaller school systems and cannot spend the time in the coordination and accounting that a program like this needs. One problem with these programs is there is more accounting procedures necessary than with programs through DPI. This means that the administrators are often bogged down in paper work which they resent.

I would suggest looking into the development of the Plymouth center, however, for both the strengths and weaknesses of a program and to see if there are ways such a program can be altered to make it more suitable for more ultimate takeover by LEA.

I asked K. whether data was available with respect to cost effectiveness and employment records of persons. She said that it must be someplace but that she has not seen it. As I mentioned at the end of yesterday's report, I think that it is essential that information be available in order to determine the value of the ABE program, particularly the Mobile VAN program and comparing them with the more traditionally centered ABE program.

Report of interview with W. . R., teacher.

1. Again, Ms. R. reiterated what I have stated before that

referral from local social service agencies and word-of-mouth are the two major ways.

2. Again, pretty much the same pattern was indicated that has been followed through other interviews, so I will not spend any more time on that.

3. Presently, in this program she has about 33 students enrolled. About ten per cent of those are involved in low level learning. The far majority are in the GED preparation and she has a few at the top working on brushing up on entry into advanced training programs. She stated that the recent survey indicated that about fifty per cent of the Miami County people, adults over 25 years of age, do not have high school diplomas. She qualified that statement by saying that this includes the over 65 group, so it really is not representative of the persons within the work force eligibility age. But, nevertheless, this indicates that there is a basic number of persons out there, numbering in the thousands, who are potential ABE clients. She feels much more should be done to get these persons enrolled in the program.

4. She felt that this was difficult to ascertain because it depends on the individual. She did mention that beyond the 13 hours of classroom time she felt that probably 75% do further work on their own at home.

5. Individualized instruction was one of the major things, and secondly, the close relationship with the counselor and administrator of the program locally with whom she feels the persons have a very good rapport. I think this was reiterated yesterday when Mr. A_ stated the results that he feels of the counseling program, of the job readiness program, that they established has just been fantastic in its response. I have had this reiterated by the students who felt that this is an excellent program.

6. 1) The facilities, which are extremely crowded at the present time. But these are being remedied within a couple of weeks when the class moves into a much larger facility.
2) More staff is needed as the program continues to grow.

7. Ms. R· · stated, yes, she felt they were. There was nothing more to say so I will stop on this portion of the interview and go onto the final interview at this time.

Report of interviews with [illegible] S[illegible], [illegible] V[illegible] and [illegible] P[illegible], Peru students.

All these students came into the program to move toward the GED. The last student I mentioned, Ms. P[illegible], is a Korean, who is married to a serviceman at Grissom Air Force Base.

1. In the case of two of the three it was word-of-mouth and in the other one by application for CETA help. The person was referred to the ABE program.

2. All of them had the interviews and tests involved. Both Ms. S[illegible] and Ms. V[illegible] are CETA clients; Mrs. P[illegible] is not, since her husband being a serviceman does not qualify because of income level.

3. As I mentioned, all three plan on getting the GED. Two of the three plan to go on to LPN training, and Mrs. P would like to go toward computer programming once she has a greater mastery of the language.

4. Mrs. S[illegible] and Ms. V[illegible] have both been in five weeks and Mrs. P has been in 12 weeks.

5. All three mentioned the individualized instruction. Mrs. V[illegible] mentioned the reading help and that as a result of the reading help, she has become more interested in doing reading and is not as insecure as she used to be. The three of them stated that they do have materials available that will be of help.

   I was especially interested in this as far as Mrs. P was concerned because I felt perhaps there might be a problem with someone coming in with a language barrier. However, she has purchased two English to Korean dictionaries on her own and has used these as helps in working with staff and materials.

6. All mentioned, of course, the physical facilities, which are being overcome shortly, and the number in the group. They felt much more could be done if there was more opportunity for individualized attention. They did feel, however, that every effort is made by staff persons to provide such attention, it simply is that the group's size is a serious limitation.

7. In all cases, an emphatic "yes."

There were no comments under Question 8, so I will not go into that.

That ends these five sessions. I would again want to state that I think comments from Ms. E_ _ were extremely important and that she should be called on if we need additional help.

Report of interview with B McC. _, former Counselor and currently Program Coordinator, Wabash ODC.

One of the most important aspects of my conversation with Mr. McC was the description of the overall ODC program for its clients and how the ABE program fits into this. The Wabash operation seems to be an exemplary one and yet its pattern of operation is pretty consistent with what goes on around the State. First of all, clients are involved in much more than the 13 hour-a-week ABE phase of the program. On top of this segment generally all clients go through the Job Readiness counseling program. I can spell out this program in more detail than I was able to do from my previous conversation.

The Job Readiness Program is an eight-week program in Wabash and runs four times a year. The newest persons in the ABE classes are slotted into the program during these eight-week sessions. The next session begins April 1 and runs through April and May. Generally, they run for two months and there's a month off--another program for two months, and so forth. The Job Readiness Programs differ around the state and the one in the Wabash and Peru areas are in all probability the most comprehensive. Mr. McC stated that in some areas of the state the Job Readiness consists of viewing a few career filmstrips, and he said it can go from that standpoint up to the kind of program which is run here. The person in ABE take this on top of their regular ABE program, so it involves then these students being in 13 hours a week of ABE classes, and during the Job Readiness session 12 hours a week in the counseling program. On top of that some can and will move into other phases such as work experience programs, on-the-job training programs, or institutional programs. Fewer are in the latter--the last type--simply because they are usually not ready to move into the institutional arrangements until they have completed their GED work. But Mr. McC did mention, for example, there is a student currently at IVY Tech who is taking drafting classes but is attending ABE classes to attain his GED. Normally, of course, the GED comes first. I did want to emphasize that because most of the people are involved in more than the ABE kind of training, there are a few particularly students who are ADC cases, who may be involved in just the ABE session. But for the most part it is a much more comprehensive program. I think this impacts upon the Mobile VAN Project concepts because obviously there should be the other programs available for persons in areas where the Mobile VAN moves. This is essential in order to give them a well-rounded background

in terms of becoming employable.

I also talked with Mr. McC with respect to getting data from the State on employment records to see whether or not the records of persons moving through the Mobile VAN Project were consistent with the records of persons from regular sites. He stated he felt that would not be difficult to get. That type of information should be available through the State.

I did talk to him about a few of the other questions but did not spend too much time on them. He did differ somewhat from a number of the other staff people and students with respect to Question #1: "How do clients learn of the program?" He did not feel there was a great need for a great deal more publicity. He felt that those who are motivated are the ones they should serve; and the motivated ones are the ones who seek out programs by virtue of hearing about them from other people, by virtue of seeking out help in the community through various social agencies whether that be ODC, Welfare, the Unemployment Office, or what have you. He did not feel that transportation from the rural areas was a major problem since he said even the lowest income people today have some sort of an automobile. He did state, however, that day care facilities in the community was an important concern and that in the Wabash area there are insufficient centers to meet the needs of the ODC clients.

Regarding Questions 2, 3 and 4, his concerns and answers were very similar to those from other so we won't go into those now.

On Question #5: ".....the major strengths of the program," Mr. McC felt they were related back to the personnel. And again, it's difficult to determine what the effect of the Mobile VAN program is vis-a-vis a regular center program. Because Mr. McC stated what really we are operating here is not any traditional Mobile VAN program because the Center is located here, and the personnel involved are the ones that really are the strongest. The utilization of cooperation between teacher, student and central office people has just been outstanding and as a result he feels the program is a very high quality program. There is a consistency in continuity involved that he said is very important. When he wants to find out where a student rates upon a particular program, he has no difficulty getting the answers from the people. They are well received by all the persons involved. He said, of course, the bottom line is the results and he feels that this program has shown definite results on the part of the students.

I think that will end my comments at this time and hopefully we will be able to get the transcripts back so that the inconsistencies and other problems can be overcome. Certainly in working through this program it has been very difficult to try to separate Mobile VAN from ABE in general.

APPENDIX D

SUMMARIES OF INTERVIEWS WITH PERSONS INTERVIEWED IN THE PORTAGE CONTRACT AREA OF THE MOBILE VAN PROJECT SITES

Interviews conducted March 26, 27, 28, 1980
by Charles R. DuVall

Report of interview with J[illegible] N[illegible] (teacher). Rensselaer site, March 26, 1980.

1. J[illegible], when asked how the students learned of the program, stated: newspaper, radio, pamphlets; but mostly she felt that the students showed up because of word-of-mouth. She also mentioned that she is also working with students in DeMott, Morrocco and North Judson. In North Judson they were only CETA clients. However, in the other they were both ABE, which is a state program, and CETA sponsored.

2. The students are admitted through the normal procedures through the ODC and a lot of the ABE people just walked in off the street and then she gave them the WRAT (Wide Range Aptitude Test). That was the test that she used on the ABE students. There is an unusual, different arrangement here than in the other sites I visited. J[illegible] N[illegible] is a teacher who commutes or goes about; and M[illegible] S[illegible] is in the Education Center for forty hours a week at Rensselaer and she is available to the students both morning and afternoon.

3. She expects the students to set their own goals and expectations. She draws up an IEP (individual educational plan) for each student working with what she knows of their background and also working with them. She did state, when we talked about retention, "If we get them, they stay." And she felt that if they stayed the first month and maintained their interest that they would in all probability remain sufficiently long enough to attain their educational objectives, whatever they might be.

   When we talked about the areas which her students were going into, she said they were going into health related occupations. LPN seemed to be very popular and she also stated that 100 per cent of the students who had taken the LPN exam had been admitted to the technical school which appeared to be Valparaiso. Also some were in cosmotology, truck driving, and auto mechanics.

4. Discussing the normal length of time. It depended entirely upon the ODC counselor. They normally were assigned for

16 weeks at a time and were renewable. She and J B , the counselor--(J 's office is in the same building as the classroom). Both J and the aide, M S , confer with him as needed. When I walked in the morning of the 26th J and J were in conference. They welcomed me warmly. They had been conferring about a student who hadn't been attending regularly. They also maintain a progress chart which she and John share and they fill out their evaluation while they are talking and they feel interchange and exchange of pertinent information. I observed a very relaxed atmosphere.

5. The strong points of the program as Jackie perceived them were: the cooperation of the ODC. They were in the same building. They had the off-the-street learning center which was free of charge and some vocational type materials. She evidenced a high degree of satisfaction with the physical arrangements in Rensselaer.

6. She perceived the major weaknesses: more time needed. She felt that she was quite rushed going around from site to site and she would like to have more time to spend with the students. We also discussed the fact that both Plymouth and Monticello, now permanent sites, developed from this VAN Project. I asked her if she thought any of the other sites were ready to stand alone? And she said she didn't think so yet. They have had an enrollment increase. She felt it was due to the advertising. Their van is labelled the "You Can Van" in very large letters. It's their logo, "You Can Van." It's been identified as the adult education van. She stated that she even went so far in going from school to school and traveling from her home to various sites, she drove different routes because she wanted to give people the opportunity to see her "You Can Van."

I asked her about problems that she felt that she was experiencing, and she felt that one of the problems was the State doesn't recognize the student who has a GED or a graduate who may have been out of school for 15 years and now wants to pursue vocational training. They don't recognize them as students <u>per se</u>. When they come in for brush-up there's no credit given or no reimbursement. She felt that this was a very definite limitation in the program.

When I asked her to whom she reported, she had no hesitation whatever. She announced that K was the boss. She felt that it was a very cooperative relationship, however; and in the same way she felt that there was a very cooperative relationship between herself, M and J B . She felt that she worked through the Adult Education Program through the Portage School Corporation for K W .

She felt very much a part of the organization. She attends teachers' meetings for professional exchange. She's included as a part of the total in-service program. She feels she's as much a part of the staff as any other teacher and rather than being located at a permanent site, she simply moves about.

She also maintains liaison with the School Superintendents. She goes in to see the School Superintendents where she's teaching. She says, "I have good cooperations." She also talks with guidance counselors in the public schools as well.

She talked about her outreach program in North Judson. She noted the librarian there "is terrific." She teaches in the basement of the North Judson Library and she feels that the outreach program is working and the librarian refers students to her and she has an extremely good relationship there. She also stated that if North Judson offered a school building, she would take it if the other places were not available; but she said that one of the things that is absolutely essential is an informal setting. She very strongly likes the idea that a school building as a site as previous failures and you have to have different surroundings. I asked her what she meant by informal setting and she stated that her minimal requirements were that she wanted tables and chairs and she did not want desks and she didn't want them in neat rows and all in all she probably prefers the ABE program not be located in a public school.

Report of an interview with M[illegible] S[illegible], a teaching aide at Rensselaer, March 26, 1980.

1. She felt that the students learned basically of the availability of the program through word-of-mouth. She was aware of the ads that were placed in the newspaper and also the announcements that were on the radio station.

2. She talked about the WRAT test and the math-diagnostic reading. We talked in depth about the Step 1 in the Cambridge Series. She likes them because they are highly individualized and feels that the diagnostic tests give her the opportunity to put the students in the remediation level that best suits their needs. Where the students are successful in the diagnostic tests, she simply doesn't use the materials because she feels that in all cases the students are there to remediate the difficulties and she has no intention of going over and "plowing already plowed ground."

3. When asked what she expected the students to gain from the program, she said, learning. She felt that they could

identify with the help of the various tests, what it was that they needed to learn, and they were motivated to learn and she felt that that was her job. She also identified the GED certificate and she said she felt that the importance placed on the GED because of the job market.

We discussed some of the requirements for the GED and job market. She just felt that it was her job then to help the students to get the necessary piece of paper (GED) so that they gained employment.

4. When we talked about normal enrollments, she absolutely refused toanswer because she said there were too many variables. Some students come in and drop out for family reasons and then come back in. She said, "When there's unemployment, our enrollment rises and when there's a high degree of employability, the enrollment drops." She said, "What would you rather do? Be making $62.50 a week or would you rather be making $200.00 a week if you were working 40 hours for $5.00 an hour, but it's seasonal?"

5. She perceived the major strengths of the program as the fact that it is individualized. She didn't feel that she pressured the students. She didn't have to because they were highly motivated. It was not a structured program and she said they were competing with nobody.

6. Areas of dissatisfaction: She felt that she was satisfied. She wanted to stretch herself to work more on a one-to-one basis, but at the same time she couldn't see turning any students away. She felt that they had adequate audio-visual equipment. They have a Systems 80 VTR Unit. They also have the Reader's Digest Skill Packet. We talked about the differences of the ABE and the CETA clients. I asked her if it made any difference that CETA clients are paid? She said she felt some of them did get in for the money, just to put in the number of hours, but she also felt that once she got them in class she could push them to do better and that it was a motivational factor; she couldn't rule out that there were some students that she felt just did the minimum required to stay in the class in order to collect their money. She felt that the biggest decision a student made was to walk through the door of the school for the first time, to come back. She thought they were highly motivated and it was her job basically to give encouragement. When I asked her about the organizational structure, she had no question in her mind she worked for K.. W.. ; and she said, "I work for myself." She felt that attending the teachers' meetings and professional meetings that Ken Woodruff developed through Portage made her feel a part of the Portage Adult Educational system and a part of the total system and that they cared about what was happening.

Report of an interview with L (student). Rensselaer, March 26, 1980.

1. L appeared to be between 45 and 50. He'd been having some physical disabilities and was in the program through CETA. He learned about the program through a friend by the name of Jean and Jean's presently enrolled at Valpo's IVY Tech school.

2. He gained admission through the normal channels of testing. He was there really for brush-up. He wants to become a small engine repair mechanic for automobile and electric engines through IVY Tech. He seemed quite clear in his goal. His reasons are because of his physical disability and the fact he has a retarded son at home and feels that he should be close to home. He has a garage where he could work on repairing engines. What he needs now are the technical skills, as soon as he completes his brush-up in math and reading. He intends to attend IVY Tech and feels that this will aide him in establishing his own small engine repair business.

4. He'd been enrolled in the program for two weeks and he felt he might be able to get enough brush-up in six weeks. He had not had an interview with either the counselor or the teacher as yet. He was concentrating primarily on language and math.

5. He perceived the major strengths as they helped you with what you had to have. He attends four hours a day, five days a week.

6. He saw no major weaknesses.

Report of an interview with V (student). Rensselaer, March 26, 1980.

1. V is F 's older sister. She also came to the school because her mother was enrolled in the program. She drives approximately 35 miles each way. She's married and has three children.

2. She took the normal number of tests through CETA.

3. She hopes to take the GED and she wants to set up an income tax business with her mother-in-law. Her mother-in-law presently does income taxes and she wants to get in the business because her mother-in-law has a large home where they could work together and she feels that she would then be self-supporting. She would also be able to take the

children with her because she feels very strongly about being with her family. She does not want any kind of an occupation that would take her away from her children. I asked her about presently what she was doing with her children. Her one boy is in school, the second one is in Kindergarten, and the third one she leaves with her sister-in-law. She stated that she still felt pretty bad about that, but if she ever wanted to get anything, she'd have to do it now.

5. Her major satisfaction is the program is providing the help for her to finish high school. She wants to make a living and still be at home with her children.

6. She had no areas of major dissatisfaction.

Report of an interview with V . . (student). Rensselaer, March 26, 1980.

1. She learned about it from a girlfriend, whose mother had told her.

2. She gained admission throughthe usual CETA counseling procedures.

3. She was there for brush-up. She talked about training. She didn't know if she wanted to be an RN or secretary, but stated that she probably wanted to be a secretary because she didn't think she was cut out for nursing. She is now enrolled in Job Awareness training. She plans to enroll in IVY Tech. She explained that she dropped out of high school before completing the 10th grade. She had taken a number of business courses and typing and was examining all job opportunities as a result of her Job Awareness Training.

4. She had been enrolled in the program for approximately two months.

5. The major areas of satisfaction were that she studied at her own pace; and she said not too many people (the teachers) were looking over your shoulder and pushing you but rather she was moving along at a decent rate of speed.

6. She said she was studying for four hours a day and she was tired of reading. She said maybe they could have some more filmstrips. When I questioned her further she said, well, she got awful tired of reading and it was boring.

6. She stated that she was having trouble with math, but she liked the individual attention she was getting.

Report of interview with J. B. (counselor). Rensselaer Center, March 26, 1980. He handles both Jasper and Newton County.

1. He said that he felt basically the students came in through word-of-mouth. He did advertise on the radio, newspaper and some TV institutional slots. In the newspaper he does use paid advertising. He felt that you had to use everything you can to get the word out to the clients; but the most effective means of getting the word out was to have a successful program and the word-of-mouth from one student to another was the strongest thing that they had going.

2. He felt that they did the standard processing of assessment and they followed the prescribed and suggested steps quite rigorously, and he felt that it was very successful in identifying the needs of the students.

3. Their basic aim was a GED and also he stressed the brush-up that took place. He felt that it was very important to determine the reason the students were there and to give them help to fulfill their needs. We discussed the LPN program. He was quite proud that people were accepted into this program because it was quite successful.

4. He felt that he assigned them 16 weeks for the initial program. He said some work experience was used, but he wants to cut down on some of the work in order that they can give time to their studies because he felt that once they get the success that goes with the education, that the work would take care of itself and he seemed quite emphatic about this--very, very positive and very sure of himself. He said, "I've even cut down the work experience to 15 hours so that the student will have adequate time to do the class work." He also stated that when he assigned students for the second 16-week period he did not tell them that they were assigned for a full 16 weeks. He said that he liked to keep them not knowing the length of time as he didn't want them to get too sure of themselves." I think it's a motivational factor to work hard in order to remain in the program."

   He then talked and showed me some of the data concerning a particular individual, female, that he and J. had been talking about when I came in that morning. He showed me that J. and M. had been concerned about the attendance and he was actually placing a call into the person and was going to have them in for an interview to find out if they really did desire to continue in the program or if he should terminate them. He gets weekly attendance reports. He felt that the major strength of the program was its flexibility because of M. being there on a full-time basis;

they were open from 8-12 and 1-4:30, 5 days a week; and the students could come in at any time during that period in order to obtain their twenty hours of classroom instruction. He said, "You know, it depends a lot on their (students) schedules too," and he recognized the necessity for home responsibilities and that type of variation schedule, "with these students you do have to be somewhat flexible." And he felt this was the advantage. He also discussed getting the test scores. He felt that these materials aided him greatly in counseling and made him feel very much a part of the educational program. He too mentioned the physical proximity of the classroom as an asset.

Note: I later visited the classroom; it is a very pleasant place. It has tables and chairs. These students have their own lounge and the faculty have their lounge. The counselors have their offices in the same area. It's an older building, but they're working very hard to improve it. J was very happy to point that out to me. He felt the program was very successful.

Report of an interview with J , (former student). Rensselaer, March 26, 1980.

1. She told me she had learned of the program through a girlfriend.

2. She statedthat she called first to make sure that the people would be in; she then came down; she talked with John, and then she was assigned to the class. She had dropped out at the end of her 11th grade year.

3. She felt that she got a great deal from the program be= cause she was able to complete her high school education.

4. Her aim was to complete her GED. She did this in two months. She also stated that at the time her husband was having some employment problems and the money she got for atteding school was a godsend and really helped. She had two children--one age ten and one age six at home. At the present time she babysits for eight to ten people in her home to get money to send her husband to college. He is an insurance salesman and has a varied schedule. As soon as her husband completes his Business Administration degree, she intends to go back and take business also, and it's a cooperative arrangement as she sees it. She's working now and helping him so that her husband can go to school. Thanks to getting her GED, she will return to school.

5. She felt the strengths of the program were reviewing what she needed and getting the funds. She said that she liked

M[illegible] because M[illegible]n was encouraging but she was not afraid to push you either. She felt very positive about the program.

6. The only major weakness she could find was she didn't feel that what she had studied in science and history had been complete enough to adequately help her with the questions on the test.

In summing it up she says she's "happy I did it." She said they made it very easy; it helped just to see them (teachers), and the books were terrific.

Note: As she was leaving, I was walking down the hall with her and J[illegible] stopped her to give her an "Albert Einstein" award. She had passed her GED with an average score of 64, and they award an Albert Einstein Award to anyone who passes with an average grade of 55 or higher.)

Report of an interview with F[illegible] (student). Rensselaer, March 26, 1980.

1. He went to school because his mother went there. She did not complete her GED but he had hopes of doing it.

2. He mentioned the usual series of tests that were conducted in the normal CETA processing, and then he then attended the school and took the tests to help identify his weaknesses.

3. His aim was the GED. He wants to be an auto mechanic.

4. He'd been enrolled in the program for six weeks. He had absolutely no idea as to how long it was going to be until he took his test. I later talked with Marilyn because I was experiencing some difficulty in communicating with him, and she stated that he did have a hearing problem and that was probably the reason.

F[illegible] had dropped out at the end of the 9th grade. He'd been out for two years and he's approximately 18 years of age now.

5. When I asked him the major strengths of the program, he said he wanted to go to college. I interpret this to mean the IVY Tech technical program because he earlier mentioned auto mechanics. He mentioned that he "wants to make something of himself."

6. He couldn't find any major weaknesses with the program

Report of interview with K ... W ..., Director of Adult Education for Portage Township Schools, March 26, 1980.

1. When I asked about the major ways in which the program was advertised, he said basically he felt that it was word-of-mouth, but he did use radio, public service announcements, and tried to get stories in the newspaper.

I then asked him about this Einstein Award. He gave me a copy of the certificate. He said he wished that it had been originally his but he had seen it over at Tippecanoe. He adapted it to his own use and he felt it was quite successful and good public relations because the people who received it were very proud of it and it was just another way of encouraging people to complete and do better with the GED program. Portage is the oldest adult, basic education project. It is funded jointly by CETA and ABE.

We then talked about the fact that it is almost a philosophical statement that he includes all the teachers, VAN teachers as well as the site teachers, in his teachers' meetings. He said they are part of the staff; he has five Saturdays devoted to professional development each year.

We also discussed the way in which each of the teachers writes a mini-proposal and is responsible for feeding data into him. He's not the basic initiating agent for the proposals, but the teachers write the proposals. They are directly involved in the whole thing. They also have site committees that are involved as well as liaison committees. They have a high degree of involvement. He felt that they know what they need and they tell him what they need and he doesn't want any instructional blockages. And when the teachers tell him what they need, then he appropriates it in the total proposal and tries to get it for the. They become very involved and active in the program.

We talked about the larger communities. The ODC was the permanent office and the only locations and then we talked about the VAN Project. We then talked about the former use of videotape instruction. They tried it for two years and he said quite frankly, he didn't feel it was too successful and he didn't know if they were using it anymore or not. He didn't believe they were.

We talked about the high success that the teachers reported with their GED "batting average." He felt this was due simply because of the involvement. He hired the teachers and then tended to let them pretty much alone and to "do their own thing." If there was a problem, he handled it. He wasn't experiencing a great number of problems with this particular program.

We discussed housing the classes in schools. He didn't feel that there was any room in schools and the institutional setting was probably not that good with the straight desks and chairs. He also pointed out that everytime something was broken when they had been in the schools he felt that the Adult Ed. Program got blamed for it.

He had no formal follow-up studies. And he felt that all in all the Portage program was the oldest and was rather successful. He felt that any degree of success was for great part due to the teaching staff he had. He said he tended to hire "mavericks" somewhat because he said it took a maverick to be an adult ed. teacher and once he got them he tried to support them as much as he could, but he was primarily interested in the educational results that were obtained.

Report of an interview with B... D..., teaching assistant in the Knox program, March 27, 1980.

1. She felt that most students got word of the program through word-of-mouth. They did no further advertising. She did state that she was quite active in the word-of-mouth advertising through her own circles and anybody she ran into. She felt that the students got most of their information concerning the availability of the program through word from each other and friends, relatives and basically, the informal grapevine.

2. The students were formally admitted by testing conducted by the ODC office. She said that working with the counselor and most of the materials that the counselor had, she does the test scores. They also do pre-testing or diagnostic testing once the student is assigned to the ABE program using the diagnostic tests from the books. I specifically asked her about any conflict or uneasiness between ABE students and ODC students as it related to reimbursement. She said she really didn't feel any. That again, once the student crossed over the threshold (or the door) and was highly enough motivated, that the education served as an end in itself. This was her job. She is employed full-time on site, incidentally. She is resident aide.

3. She simply expected the students to gain an education. This is her entire theme. Talking about drop-outs, she felt that one of the reasons that a student dropped out was if employment became available, particularly seasonal employment, that their enrollment appeared to fluctuate. She felt that if they had a student for one month and the stucent was sufficiently motivated, they then had no problems with the student staying in school.

4. She said really she didn't feel that there was a normal time, but she felt four to six months was the best estimate. She again stressed the highly transient nature of the group. They came in and dropped out and she reiterated that this was caused by seasonal employment cycles.

5. She felt that the students gained in self-confidence. She was quite proud of the students who had attained their GEDs. She also spoke quite highly of the orientation that they received through the ODC program. She felt that they were well oriented and the thing that she again came back to was regularity of class attendance and motivation. She was proud of the way in which she provided very positive feedback when students attained a level of achievement that was discernable.

6. Asked about the major weaknesses or areas of dissatisfaction with the program, she only said she'd like to have more resources and she stated something other than books. We then discussed the resources that they did have regarding the use of TV tapes, the cassette tapes and filmstrips that were available. (Based upon my own subjective evaluation, this particular area appears to have more audio-visual and other teaching resources than the other classes that I had visited.)

We specifically discussed the "chain of command" and she stated that she was working for K W . She said, "J.'s my immediate boss. S. is quite cooperative, but I'm part of the overall Portage program."

We then discussed the matter of the training sessions that she had attended and she felt that some of the training sessions that she had attended through the Portage program were quite valuable to her and she also felt that some of the other sessions that she had attended were not valuable at all, and it depended entirely upon the session. But she also expressed a very positive view concerning the fact that she was included. She felt a part of the Portage group.

Report of an interview with S. H , the ODC counselor at Knox, March 27, 1980.

1. She believed that the students received most of their information about the programs through word-of-mouth. She stated that she was not aware of any advertising taking place. She did stress though that pamphlets were available from her immediate superior and that they did use these at times. She went on to mention county fairs and similar events as an overall area responsibility; but she said nothing was presently taking place.

2. The students follow the normal procedures for admission. She also mentioned they use the adult program for brush-up in the event a person already had their GED or a high school diploma, and she said she felt they had a very good acceptance rate in vocational training in these areas. She was quite pleased with this and felt that the program insofar as the educational component was providing the students with what they needed and she said, again, within the area that she felt that they had a very good acceptance rate on employment. She did, however, stress the fact that even with the additional educational and vocational training background that employment in the area tended to be cyclical. She went on to add that there was less cyclical employment for students who were better trained and qualified.

3. She felt that the students went into the program; they were able to attain their GED, additional vocational employment training, and the brush-up work. She felt that the educational expectations entirely depended upon the way in which the student expressed his or her need.

4. When talking about a normal retention rate, she stated that it varied. They were assigned for 16 week intervals and she was able to work very closely with the teachers to determine progress and she felt progress determined any renewals as well as the student's goals. At this point I also discussed with her how she felt about students who were attending class 20 hours a week and being charged the full week of eligibility because this had come up in previous interviews in another area. She really saw no conflict of interest because she felt that if the student was doing the 20 weeks and actually accomplishing the educational objectives that additional work training at some points might really interfere with their educational progress and this was a very positive way to motivate the student to go through with the educational component. She did not assign any type of work experience when a student first entered the program. She felt that the educational component was moreimportant and that they stressed this in completing the educational component as soon as possible.

5. She perceived the major strengths to be: serve the community, gave the community a service that it never had, and in her own words, "it was absolutely fantastic!"

6. She did not really perceive any major weaknesses.

We then discussed the progress of the students. Because the classroom is in their office building, (and she also pointed out there were some problems because of space limitations in having the students coming in and out; but she felt that it was a very

positive thing) she was able to confer with B. daily and with J. weekly on progress reports. She said she received them verbally. Also, if a student wasn't in attendance, B. would just drop in and tell her and she was able to do immediate follow-up. She felt that this informal type of communication was quite effective. I asked her if the student was involved in this, and she said no, it never really ever occurred to them. We went on to discuss various means of communication, but she did appear to be quite happy with that which they were doing.

I then asked her who she perceived as being in charge of the program, and she was quite explicit. It was K W 's program through Portage and she reiterated she thought it was simply "fantastic!"

Report of interview with K (former student). Knox, Indiana, March 27, 1980.

1. When asked how she learned of the program, she stated that she learned through a girlfriend. She also added that lots of people didn't know about it and if it hadn't been for her girlfriend, she probably wouldn't have ever known. We then discussed her background. She dropped out of high school in her senior year and she was out of school for 18 years. She was married, has six children, and is now divorced. She is presently attending Ancilla College for two years pursuing a business program and hopes to go on to the IUSB or Valparaiso and her eventual goal seems to be some form of business or accounting professional training at the four-year level.

2. She described the normal entry level activities through ODC and also the testing which takes place within the educational program (standardized procedure).

3. Her eventual aim when she entered the program was to attain a GED, which, at that time, was primarily for self-satisfaction. She also mentioned that the money came in quite handy under her circumstances at that time.

4. She was in the program for six months before she attained her GED. She said at that time she really wasn't too sure of herself and she took a little bit more time and she perceived it. She is experiencing very good academic success at Ancilla.

5. She perceived the major strengths of the program as preparing her for her GED. She thought the teachers were great because they were there if they were needed. She stated

that math was her big problem. We discussed the fact that math being her big problem at that time, did it hinder her in pursuit of a business career which uses a great deal of math? She explained that she obtained the confidence which she needed in math during her training in the ABE program. She said that the teachers gave her the incentive to have confidence in herself and confidence in her math ability.

6. She certainly couldn't think of anything wrong with the program. She didn't even want to mention it. She said, "I think they're doing a wonderful job."

7. She felt that her educational objectives were not only attained but they were more than attained and she felt that the confidence that she gained permitted her to go to Ancilla and enroll.

8. She simply said, "It provided an opportunity for me." She was most appreciative for being offered so much and the opportunity to continue her education. All in all, it was an extremely positive interview.

Report of interview with G. ... (former student). Knox, March 27, 1980.

She was the receptionist sitting in the office and she just attained her GED the week before and had been hired as the receptionist in the office. She'd worked as part of her training while she was going to school at this particular job, and she sort of laughed when we talked about it because she said, "I haven't even gotten a paycheck yet." But she certainly was looking forward to it.

1. She said that she had learned about this through her friends and actually it was a neighbor who had been in the program and had encouraged her to come in and pursue education.

2. She said that she had gone to Susan for counseling and then had pursued her with the normal entry procedures for both the ODC and the ABE program diagnostic testing.

3. She hoped to get her GED which she had just gotten two weeks ago and part of her on-the-job training in the office; and she said it was sort of nice. She also stated that she hoped to attend business college and get some additional training in accounting.

4. She had been enrolled in the program for four months. She had dropped out of high school as a senior 12 years ago. She does have a family and she again expressed her appreciation to be able to continue her education.

5. She said if it hadn't been for this place, she would have never gotten her GED. She was quite proud of this, and she said that she also felt that it acted as motivation for her children. They were able to say that their mother had gone to school and she felt that this was a very positive thing. She also liked the fact that somebody was always there to help if she had a problem. All she had to do was come in and somebody would help her with her school work.

6. She saw no major weaknesses. She said she couldn't think of any improvements. "It helped me."

Report of interview with K. (student). Knox, March 27, 1980.

1. She'd apparently been in and out of this program one or more times because when I asked her how she had learned about it, she said that she had learned about it through a girlfriend, but this was three years ago.

2. She had gone through the program with S and the testing, and so on--the diagnostic testing, etc.

3. She hoped to obtain her GED and go onto the LPN course at Westville. At this point she said she dropped out during her senior year, which had been four years ago.

4. She had been enrolled in the program for one month. We talked about when she had any expectation of taking her GED. She said she really didn't know and she was sure that B or J would tell her.

5. She said she can get help when she needs it if she's stuck. We then discussed the previous educational situation that she had been in and she expressed a very strong conviction that the high school teachers showed partiality and she wasn't one of the "favorite" ones.

6. She felt that she liked it pretty much as it was.

Report of interview with O. (student). Knox, March 27, 1980.

1. He got his information from friends and, in particular, one who is a relative who had obtained a GED.

2. We discussed his admission: they were the normal procedures for both ODC and the program.

3. His eventual aim is to attain the GED. He wanted to make something of himself so that he could make good money. He had dropped out of school in the 7th grade which was

16 years ago, had worked on-and-off part-time for the railroad, which he felt was a very good job but not steady. He wanted something that he could make money. Later on he stated that he wished he had done this (school) many years ago.

4. He's been in the program for approximately one month. Again, he was quite appreciative of the opportunity. He had no idea of when he would take his GED test. He kept coming back to the idea that he wanted something that had a degree of stability and continuity in the jobs; and he kept comparing what he wanted, which he really couldn't define, with the railroad, which was quite cyclical; and he said it seemed he either "had it good" or he was out of work and this had gone on for a number of years.

5. He saw the major strength of the program as: He thought he'd learned a lot so far.

6. He saw no weaknesses in the program.

Report of interview with P[illegible] (student). Knox, March 27, 1980.

1. She really didn't remember how she had learned of the program. She'd moved in from Toledo, Ohio. She'd known about the program for some time and one day finally just walked in.

2. She gained admission to the program and she'd gone through the usual battery of tests from Susan and she also mentioned another counselor by the name of Jim.

3. Her eventual aim, as she stated it, was to attain her GED and she hoped to get some sort of RN training (I interpret this to mean LPN). She said she was experiencing difficulty with social studies in the reading portion of it in literature. She thought she might be ready to take the GED in a couple of months. She appeared quite unsure of this. She had dropped out in her 8th grade year, approximately six years ago.

4. When asked how long she had been enrolled in the program, she said approximately seven months.

5. She perceived the major strengths of the program as: She said it was easier than the regular school because if you needed help for understanding, you got it.

6. She thought the major weakness of the program was the workbooks they were using. She would like to write in the books.

Report of interview with B . W. . (ODC Operations Manager). Valparaiso, March 28, 1980.

I was introduced to Mr. J . D. , ODC Director. He then turned me over to B for the interview.

1. B. stated that they ran ads in newspapers, have produced a number of brochures, contacted schools. They also went out to the fair booths. Their employees attempted to distribute information about what they were doing through various organizations of which they were a member, and also he said word-of-mouth. We discussed this at some length and Bill felt that word-of-mouth was probably the prime source of information in getting clients into the program.

2. He went through the usual testing procedures, which basically confirmed what I had found in the field to be standard operating procedures.

3. Regarding the expectations of the students: We discussed the GED as an end or objective for the students. We also discussed the matter of employability literacy. We had quite a discussion, and Bill felt that the GED might be an unrealistic goal and perhaps the cyclical nature of the entry and exit from the program based upon employability might be a better measure but he was not at all sure how this could be accounted for with ease. We had a very interesting discussion in which we shared our views. I think this sums up Bill's thoughts on the matter.

4. When we talked about normal enrollment time for students, he felt because of our previous discussion we really would not be able to put a normal time on it. It depended upon the individual student and the motivation. We also discussed the matter of students being reimbursed for their time and he felt that some students were attending merely for the money rather than for the education. At this point I was assuming the "devil's advocate" role in order to further the discussion or it might even be better termed the debate. B . and I discussed this to some length. He wasn't at all sure how this could be changed and how you were able to identify a student who was only attending for the money, and I guess I tended to agree with him and we then also discussed the matter of compulsory attendance relative to students in public schools and colleges and the compulsory attendance mitigated by the financial aspects of his students. We agreed that there was probably an overriding theme in both.

5. He discussed the fact of relative satisfaction with the provision of the GED. He really wasn't sold on it. He felt that this piece of paper, the GED, might be a simple

requirement that was externally imposed, that is the performance level of jobs (and he used as an example, a janitor in a school) where today it might require a high school diploma where formerly it only required a 6th to 8th grade education and he wasn't really sure that the nature of the job of sweeping the floors of the school had materially changed, merely the entry level requirements. Within that particular aspect of the problem he was willing to admit then the attaining of the GED was necessary; but he felt that it might well be the matter of the job market.

He felt that another strength of the program was that it really was providing education to rural communities where it might otherwise not be available. He also felt very strongly that this might be leading the school districts who had the obligation to provide adult basic education opportunities to students to really avoid their legal responsibilities. This again, with my playing the "devil's advocate," led to the discussion of the enforcement policies as opposed to the legal requirements. That the schools might be legally required to do so, but if there was no enforcement, there would indeed be no ABE program. Therefore, this was providing a felt need for the community which the schools without very stringent reinforcement would probably not provide anyway. Again, it wasn't a matter of arriving at a decision but merely sharing of viewpoints in order to literally get them out in the open and to be able to discuss them.

6. The weaknesses of the program: It was discussed relative to the attainment of the GED as compared with entry level job requirements.

7. B felt that again he wasn't sure about the rate of attainment of the GED as to whether this was a necessarily fair measure to the program. We didn't come up with a better measure or any measure of effectiveness other than students. We then discussed follow-up and there were no real follow-up studies available so what we were doing was really discussing the program from experience rather than a data base.

Finally, I asked B who he saw as being in charge of the program. He again clearly identified K W at Portage and was most positive in his feeling toward the program that was being provided and the way in which K and his staff were administering the program. He expressed a very high level of satisfaction with the actual program and the teaching staff.

APPENDIX E

SUMMARIES OF INTERVIEWS* WITH PERSONS INTERVIEWED IN THE CONNERSVILLE CONTRACT AREA OF THE MOBILE VAN PROJECT SITES

Interviews conducted February 11, 12, 13, 1980
by Jerome Skarbek

The purpose of the trip to the Connersville area was to evaluate the Mobile Van project. I arrived in Connersville in the afternoon of February 11th, and talked with an Assistant Director of the Connersville Area Vocational School who was responsible for the Mobile Van Project. After a preliminary discussion, we visited the ODC (Occupational Development Center) office in Connersville where I met the project counselor and representative.

The Indiana office of Manpower Development through CETA and the Department of Education conducted an initial assessment and evaluation of Indiana CETA clients and found a significant number of that population needed adult basic education (ABE) programming. In addition to the findings of the survey, the Department of Labor has mandated that those people identified as CETA eligible must be placed in training programs or public service employment (PSE). During this period of time each client must receive specialized training in the methods of obtaining employment in the private sector of employment as well as the techniques of keeping a job. The agency which has the responsibility of these "job skills" is the Occupational Development Center (ODC).

ODC is an agency of CETA directly responsible to the Indiana Office of Occupational Development. In the Connersville area, IVY Tech acts as the fiscal agent for CETA/ODC. Each employee on the ODC staff must comply with two sets of employment regulations: 1) Those rules and regulations that are required by CETA, 2) Those personnel requirements as mandated by IVY Tech. Because DPI and CETA service the same population, both agencies are more effective and do not duplicate programming by working together. This cooperative effort can be seen in the Mobile Van Project.

The ODC management for the Connersville Project has been placed in Richmond. The administration has been identified as follows:

1. Director - total responsibility for CETA programming in this geographic area.

2. Assistant Director - is the operation or business manager, responsible for the money flow and statistical reporting.

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*Note: This interview summary varies from the established format in that summaries are categorized by questions.

3. Intake or Field Specialist - responsible to determine the eligibility of a CETA applicant.

4. Training Coordinator - resoonsible for proper placement of CETA clients in PSE positions or into ongoing programs.

5. County Representatives - outreach person, deals with other agencies, visits assigned clients at least twice a month.

6. Counselors - determines the direction a CETA client will go, additional or new training, career selections.

7. Employment Specialist - responsible for the placement of CETA clients into the private employment sector after they have completed training, is directly responsible to the employment office.

Each of these identified department positions have corresponding people in the field who are directly responsible to the main office. All of these people have specific job responsibilities and are dependent on each other. Their efforts are coordinated by regular staff meetings.

In interviewing the staff, it becomes evident that there is a high incidence of turn-overs in relation to this particular agency. The ODC Director, for example, is only beginning his second year. Counselors appear to move through the program very quickly. There was only one person on the staff who was there for more than two years as a counselor. It is not important for the evaluation of the Mobile Van Project to know why the turn-over occurred; however, it is important to mention that it did happen and could be a factor in how CETA clients respond in the Mobile Van Project.

The employment specialists who are assigned to the sites are accountable to the employment office, and though they report to the Director, the actual accountability does not rest there but with the Employment Office. Those individuals are loaned to the project apparently because of the expertise and contacts they have.

Every member of the ODC staff that I interviewed was extremely pleasant, cordial, and appeared to be very much client-oriented. Everyone seemed to possess the necessary skills to do the job.

The administration of the Van Project falls directly under the jurisdiction of the Connersville Area Vocational Schools. The director is a professional educator and has been the project director from its beginning. The staff that is immediately

responsible to him is a teacher and three aides. The teacher is the same for each of the sites. A schedule is drawn up so that each of the sites is visited at least twice a week for no fewer than two hours, and in some cases three hours, each session.

The responsibility of recruitment for students rests with the ODC office, and only those students who are recruited by that office and certified as eligible participate in the project. The rules and regulations (contract) as they now stand do not permit the people, other than CETA-eligible clients' participation in the Van Project.

There seems to be some confusion as to exactly what is happening at the site and what is being reported. The project, as it is presently identified, is to deal with ABE people, who are CETA eligible. They are then to receive a GED certificate upon completion of the GED battery of exams.

The Mobile Van Project Director has delegated authority for the administration of the project to the teacher. This organization as it now operates, presents no serious problems. The method could lead to problems in that the director may not be totally informed as to the type of delivery that is actually occurring. The director and teacher meet on a weekly basis at the Connersville site. The director does not have a scheduled time in which he visits any of the other project sites.

The teacher is obligated by the regulations of the project to accept all clients that are sent to her by ODC. There is no screening process available whereby the teacher can "select-out" people, who are not suitable for the project. The teacher may not be able to effectively deal with all the levels of learning that the clients bring to the classroom. The most obvious difficulty that has been identified is classroom discipline. If the teacher has the support of the ODC counselor and that counselor will cooperatively work with the teacher to resolve the problem, the difficulty is minimized. At no point during any of the interviews was this thought of by any of the staff as a problem or even as a potential problem.

The Mobile Van Project is an individualized program for learning. Because of this factor, the teacher is successful in having clients in both ABE and GED. The clients are grouped by ability and move along sequentially until they are, in fact, successful in a GED class. The entire process is reminiscent of a one-room schoolhouse with clients learning at different levels and students helping each other succeed. This method of instruction was used at every site.

The clients that are enrolled in the program appear to appreciate

the fact that the program is individualized. In fact, in student interviews, almost without exception, individualization was identified in some form as the major strength of the program.

In observing the students/clients that are presently enrolled--it appears that the segment of the population that is most effectively dealt with is students between the ages of 17 and 25. The most effective recruiting device for the Mobile Van Project, as identified by the students, is "word-of-mouth."

The segment of the population 25 and over, especially 45 through 60, are for the most part not represented. Minority groups are not represented. There is a low percentage of black people who live in the geographic area.

The teacher has complete control over curriculum. Needs of students are identified through testing. Based on the results of the testing, a student/client is put into a particular level of learning and moves upward. A goal of the program is tomake a person ready to successfully pass the GED exam. The pre-testing that is presently used is the TABE battery of exams. The exam takes two to three hours to administer. The teacher is satisfied with these tests and has had good results.

At one of the sites the aide is responsible for the project by herself. PJ is a succeesful client and by returning to the project in the capacity of an aide is obviously aware of the goals and objectives of the program. PJ has demonstrated the skills that are needed to pass the exam.

The teacher, as well as the aides, are extremely humanistic, very warm type of people, who are able to identify the problems of the students. They are highly successful in dealing with those problems. People during the interview mentioned that the teacher is definitely a strength to the project. The teacher arranges the students at a round-table. Three of the sites may be too small, and the room size is not adequate for the number of people that are being serviced. It appears that this arrangement is accepted by the students presently enrolled and allows one student to help another. Although this appears to be a useful situation and an advantage for those students who are presently in the program.

It's hard to determine what the success rate is, or how many people successfully completed the project by passing the GED test. Those statistics were not available.

There seems to be no problem in the recruitment of students. In the interviews it became apparent that there was a time when there were no students at the learning sites. The present director of the ODC program has good control of the recruiting situation, and there are people on the list waiting to en-

roll in the project.

The Mobile Van Project has many success stories. It wasn't difficult at any of the sites to find stories of successful people. The aides, for example, are a success story. At one of the sites a grandfather was enrolled in the project long enough to be able to progress from a non-reader to a fourth grade reading level. It was his goal to be able to read to his grandson. (Can you picture the sight of the grandson on his grandfather's lap listening to a story? Just imagine the pride that has to be there with that grandfather.) There is another example of a lady coming into the program from prison, where she was serving time for arson. She had no skills when she enrolled. She now feels good about herself and takes pride in the fact that she is able to learn. She feels better as a person and mentioned in the interview that she overheard her young son talking to some of his friends about her being in school. He was proud of his mother. It is very important to that mother to make herself a positive model for her child.

In the interview with students it was never mentioned that they received money to come back to school. It was pretty obvious that this type of motivation was felt to be an unacceptable behavior, and if it were mentioned their status in the project might be jeopardized. Actually, the stipend can be justified and is a valid part of the program. Basically, once the student is in the classroom, no matter how it happens that he comes, the teacher has an opportunity to teach. The majority of the ODC staff felt that the incentive money really was not necessary and the student should be motivated on his own to be present and succeed. The teacher and the Mobile Van administrator, did not indicate that the money interfered with the learning process and in some cases, they felt, it actually helped.

At the beginning of each interview I took the suggestion of identifying the project as being successful and my reason for being there was simply so that everyone that participated would have the opportunity to voice an opinion.

In the interview, I tried to use the designated instrument as much as possible. I used the instrument totally and completely in interviewing students. However, I deviated from the instrument when I interviewed staff people. Dealing specifically with the attitudes between the staffs, I generally gained more information as to how the authority or administration was coordinated. I have recorded their responses throughout this report although they are not recorded specifically by people or question.

The Connersville Mobile Van travels to four rural communities. Three sites were chosen for this study: Connersville, Rushville, and Brookville. A total of thirty students is enrolled at these three sites. Fifteen volunteer students responded to the questionnaire designed to evaluate the project. No attempt was made to select volunteers by age, sex or ethnic background.

The responses indicate the percent of frequency an answer was given in a particular category.

QUESTION 1
How do students (clients) learn of the program?

1.	Friend/relative	60%
2.	Another agency	33%
3.	Newspaper	7%

QUESTION 2
How are students admitted to the program?

1.	ODC office	80%
2.	Another agency	20%

As a follow-up question, each student was asked the amount of time that elapsed from the first intake application to the first day of class. The following is break-out of responses.

1.	Less than 4 weeks	20%
2.	4 weeks	66%
3.	More than 4 weeks	14%

80% of those interviewed had to wait more than a month. For a person who is CETA eligible, this is an unreasonable amount of time.

QUESTION 3
What does this person expect the students to gain from the program?

All responses were recorded; the interviewer was not limited to one response. Major categories are identified with the frequency it was mentioned in the interview.

1.	Good job	11
2.	GED certificate	8
3.	Diploma	3
4.	Lead to more training	2
5.	Respect for self	1
6.	Learn about math	1
7.	To be something	1

When the interviewer mentioned "good job" the follow-up question was asked - "In your opinion, what is a good job?" The question was intended to insure the realistic expectation of the client. The following are categories identified as "good jobs," by the students.

1.	Nurses training	3
2.	Secretary	2
3.	Work in hospital	1
4.	Maintenance man	1
5.	School lunch lady	1
6.	Auto mechanic	1
7.	Machinist	1
8.	Being a policeman	1

QUESTION 4
<u>How long are students "normally" enrolled in the program? (Please note exceptions.)</u>

The number of months a student has participated in the program is recorded in two ways 1) the average stay of a student in the school; 2) the grouping of months into quarters with the number of students participating in each quarter and the percent of the total students interviewed.

1.	Average stay	4.4 month	
2.	Break-out by months		
	1 month-3 months	8	53%
	4 months-6 months	3	20%
	7 months-9 months	3	20%
	10 months-12 months	1	7%

The greatest number of students, 53%, are enrolled in the Mobile Van project during the first quarter of their school year. An unaccountable number of students do not stay in the program for the second quarter. The question that remains is whether these students have completed the program or "drop-out" for some reason.

QUESTION 5
<u>What does the student perceive as the major strengths (areas of satisfaction) with the program?</u>

When given an opportunity to identify major strengths, students mentioned the following areas. There was no attempt to limit responses. The responses were recorded by actual number and a percentage of the whole group (15).

1.	Good teacher	9	60%
2.	Other students	7	47%
3.	More confidence	4	27%
4.	Individualized program	2	20%
5.	Schedule of classes	3	20%
6.	Learning	3	20%
7.	Opportunities after GED	1	7%

The three categories indentified most often could indicate that the students are coming into the program uncertain and insecure. The responses indicate that the students find the program non-threatening and are responding to the learning process.

QUESTION 6
What does the student perceive as the major weaknesses (areas of dissatisfaction) with the program?

When given an opportunity to identify major weaknesses, the students mentioned the following areas. There was no attempt to limit responses. Responses were recorded by actual number and a percentage of the whole group.

1.	Leave it as it is	7	47%
2.	More class time	3	20%
3.	Bigger classroom	2	12%
4.	More help (teachers)	1	7%
5.	Too much noise	1	7%
6.	No child care	1	7%

Even though the students could mention as many negative points as they wanted, 46% had difficulty in responding to this question. No student responded more than once. Almost 87% of the students indicated in their responses that they would in fact leave the program as is or improve the learning process. Only two students had what could be really identified as negative responses.

QUESTION 7
Does the student believe that his/her educational objectives are being attained? (Check perception between students goals and teacher/counselor if possible.)

All the students interviewed believe that their educational goals are being met.

QUESTION 8
Any other pertinent data that develop during the interview?

During the interviews some comments are worth mentioning.

1. "... couldn't believe that there was a place like this around."

2. "... got a good thing going on ... more people want to do it."

3. "... if anyone needs help ... this is the place to go."

4. "... was surprised to find out that I was so smart ... want to go on to night school."